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ABSTRACT

A rationale and relevant information for dealing with interstate reciprocity and resource sharing in higher education are provided with a focus on western states. The educational needs of the West continually change, and new options to meet such needs must be examined. Background materials for states to use in considering and designing expanded reciprocal interstate relations and exchange mechanisms are presented. Topics of four chapters are as follows: (1) reciprocity as a concept and reciprocity in action (state goals for higher education and roles for reciprocity); (2) student exchanges based on reciprocal tuition reductions (tuition reciprocity in the west, the "Academic Common Market" agreement among the states of the Southern Regional Education Board, and the "Regional Student Program" of the New England Board of Higher Education); (3) the context for reciprocity in the West: population trends, enrollments, and student charges; and (4) state student residency requirements and patterns in student movement among and between western states. Appended are state policies for resident and nonresident tuition status. Includes 23 tables. (SM)

Expanding Undergraduate Opportunities Through Reciprocity

A Western Focus

Western Interstate Commission
for Higher Education
P. O. Drawer P
Boulder, Colorado 80301-9752

WICHE, The Western Interstate Commission for Higher Education, is a nonprofit regional organization. It helps its thirteen member states and one affiliate state to work together to provide high-quality, cost effective programs to meet the education and manpower needs of the West. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon Utah, Washington and Wyoming. North Dakota is an affiliate state. Through its Student Exchange Program, WICHE provides students access to higher education and allows states to meet education needs without unnecessary and costly duplication of programs.

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CONTENTS

	Page
Foreword	v
Introduction	1
Reciprocity as Concept, Reciprocity in Action	3
Student Exchanges Based on Reciprocal Tuition Reductions	7
The Context for Reciprocity in the West: Population Trends, Enrollments, and Student Charges	13
Nonresident Tuition and Student Mobility	29
Appendix	65

LIST OF TABLES

Table 1:	Resident Population by State, 1970 - 2000 (Projected)	18
Table 2:	Estimated Resident Population of States, by Age, 1984	19
Table 3:	High School Graduates by State	20
Table 4:	Enrollment Trends in Western Higher Education, Fall 1976 - Fall 1984	24
Table 5:	Average Undergraduate Tuition and Required Fees, by State.	26
Table 6:	Average Graduate Tuition and Required Fees, by State	27
Table 7:	Average Nonresident Tuition and Fees at Public Four-Year Institutions	30
Tables 8-23:	Student Migration in Higher Education--1979 and 1984	
	Western Region	32
	Alaska	34
	Arizona	36
	California	38
	Colorado	40
	Hawaii	42
	Idaho	44
	Montana	46
	Nebraska	48
	Nevada	50
	New Mexico	52
	North Dakota	54
	Oregon	56
	Utah	58
	Washington	60
	Wyoming	62

FOREWORD

Interstate reciprocity and resource sharing on a regional basis are important means through which states in the West have traditionally met some of their educational needs and dealt effectively with rapidly changing conditions. The Western Interstate Commission for Higher Education (WICHE) has played a central role in facilitating such cooperation and sharing. Since the 1950s, WICHE has expanded opportunities for education in many graduate and professional fields and, to a limited degree, for undergraduates. WICHE's various exchange mechanisms increase the educational options open to students, help to ensure optimal use of existing facilities, enhance program quality, and encourage states and institutions to plan and support educational programs cooperatively in order to improve their effectiveness and efficiency.

There are obvious benefits to this approach. Simultaneous with increasing student choice, reciprocity has permitted states to avoid unnecessary and expensive program duplication. It is no accident, for instance, that the West has only three programs in veterinary medicine--all highly rated--while other regions have experienced a proliferation of programs in this field, resulting in excess capacity, higher costs, and competition for a limited number of students.

The significant demographic and economic challenges now faced by the West suggest that it may be time to increase these regional efforts. Some states are seeking additional educational capacity, while others face stable or contracting enrollments and may have facilities that are not fully utilized. Furthermore, financial stringency is now the common mode of operation in higher education and shows little sign of easing soon.

These realities encouraged governors, legislators, state higher education executive officers, and other policymakers to explore further the options and opportunities of expanded reciprocity at the undergraduate level during 1986 and 1987. This publication is one response to that interest. It assembles the rationale and relevant information for dealing with interstate reciprocity in higher education. Its immediate purpose was as background for the deliberations of state higher education officials from the WICHE states and Nebraska in drawing up specific proposals by which increased undergraduate reciprocity can be achieved. Over the longer term, it stands as a valuable resource in assessing interstate reciprocal opportunities.

The outstanding contributions of WICHE senior staff members Frank C. Abbott, Richard Jonsen, and Charles Lenth are acknowledged. These professionals provided the data, background information, and analysis presented here.

Boulder, Colorado
May 1987

Phillip Sirotkin
Executive Director
Western Interstate Commission
for Higher Education

INTRODUCTION

The states of the West are continuing to change rapidly. Following exceptional population growth and economic expansion during the 1970s, the 1980s must be seen as a period of transition, sharp adjustments, and greater diversity. As the West faces the 1990s, the pace of change continues, but the patterns are being transformed.

In terms of population, regional increases have slowed and state trends have diverged. Some western states will continue to grow rapidly, while others have experienced out-migration and now edge towards a new stability. Western state economies, heavily dependent on extractive industries, agriculture, and the first wave of high-technology development, face competitive environments for which they must nurture new resources and build the foundations for continued growth. School and college enrollments, expanded by the baby-boom generation and by in-migration from other states during the 1970s, began decreasing in some areas during the 1980s. These enrollment patterns will be shaped during the 1990s by the "baby-boom echo" and by new entrants to the educational system from immigrant population groups, from minorities historically under-represented in education, and from adult populations in search of different job skills.

In these and other respects, the 1980s mark a crucial transition period linking the rapid expansion of the 1970s to the achievement of continued growth during the 1990s. Education, particularly higher education, has a central role in this transition in both adjusting to a rapidly changing environment and in helping to achieve long-term growth. Some of the western states face severe fiscal constraints, requiring a reexamination of higher education funding and institutional roles. In all states, higher education faces new challenges in terms of providing appropriate educational opportunities, ensuring the continued quality of programs, and meeting a variety of new social and economic challenges.

These challenges pose a dilemma for many western states. There is a need for more education, for greater effectiveness in education, and for better use of the West's human resources in order to spur economic growth and make the necessary transitions. Lacking the immediate stimulus provided by growth, however, few states have all the resources necessary to invest in education. Funding constraints, higher tuition, and enrollment caps at some institutions are inhibiting enrollment growth and limiting the opportunities available to students. Student movement is down rather sharply since the late 1970s; students find fewer options, and institutions find it more difficult to maintain the critical mass of students and faculty for high-quality programs.

Undergraduate education in the coming decade will be shaped, on the one hand, by the need for states to increase the effectiveness of educational expenditures, and on the other, by the need to meet the educational requirements of an increasingly complex economy and society. Regional resource sharing is one means to help meet both of these needs. Effectiveness can be enhanced both by sharing experiences and by sharing actual resources or facilities when duplication is unnecessary. Similarly, student opportunities,

particularly in specialized fields and more technical undergraduate programs, can be enhanced by limiting the barriers imposed by state boundaries and providing access and program options on a regional basis.

Many factors will continue to shape undergraduate education during the coming decade. The renewed emphasis on getting back to the "basics," for example, includes efforts to ensure fundamental competencies in communications skills, mathematics, computer literacy, foreign languages, and the sciences, and to achieve greater coherence in the educational process and in degree requirements. At the same time, the demands created by a rapidly changing economy, by the burgeoning of new knowledge and technological advances, and by a more diverse student body require greater diversity and specialization in fields of study. Somehow, the demands for both basic education and greater depth and specialization must be met in an effective manner.

As the student population becomes more diverse and many adults return for additional education to meet changing job requirements, states and institutions need to be prepared to increase both the types of education offered and the locations and methods of educational delivery. Related both to cost-effectiveness and to the populations who are served, greater emphasis may be needed on the transition and articulation among institutions and across traditional boundaries in order to increase the coherence and the pathways to a baccalaureate education. All of these trends and pressures are coming to bear on undergraduate education.

To help in meeting these challenges, this report provides background materials for states to use in considering and designing expanded reciprocal relationships and exchange mechanisms. The first chapter provides a conceptual overview of what reciprocity involves in terms of both principles and practices. The second chapter outlines existing student exchange programs and mechanisms, both in the West (mainly through WICHE) and in other regions. The third chapter looks at the changing educational needs of the West by examining the significant trends and variations in population, in high school graduates, in higher education enrollments, and in student charges. The last chapter looks in more detail at state student residency requirements and examines patterns in student movement among and between states of the West.

The inescapable conclusion from these materials is that the educational needs of the West are continuing to change and that new options to meet these needs should be examined.

RECIPROCITY AS CONCEPT, RECIPROCITY IN ACTION

reciprocity: A mutual or cooperative interchange of favors or privileges. A commercial policy or trade agreement between two or more parties.

The American Heritage Dictionary of the English Language

There is increasing use of and interest in interstate reciprocity in higher education. This interest is appropriate, because reciprocity--usually in the form of a mutual granting of resident tuition privileges for students by the parties to the agreement--has the potential of expanding educational opportunities for students, either where geography and state boundaries restrict a student's access to in-state public institutions, or where the array of programs in that system limits his or her choice. At the same time, such reciprocity facilitates more efficient use of underutilized resources, either at the institution or program level. Finally, at a time when there is increased interest in strengthening coordination and planning at the state level (to avoid unnecessary duplication, among other things), reciprocal arrangements provide an additional tool available for use in institutional and state level planning.

State Goals for Higher Education

In developing their systems of higher education, states are attempting to achieve several goals: the provision of postsecondary education for all students seeking it: diversity of programmatic and institutional choices; the efficient use of tax money; academic excellence appropriate to individual programs and institutions; and responsiveness both to society's need for a trained workforce and the need of the individual student for self development.

In pursuing these goals, states have understandably concentrated their efforts and resources on their own citizens. Thus, tuition has been kept at low or moderate levels in public colleges and universities. Those low rates for resident students are accompanied by relatively high tuition levels for nonresidents. The result has been some discouragement of the free flow of students across state lines in search of programs or institutions that could effectively serve their needs for access to higher education or to specific programs.

It is natural for states to give priority to the educational needs of resident students. As one state after another raises tuition barriers to nonresident students, however, out-of-state opportunities for their own students are constrained. Certain educational experiences are made difficult for students to acquire unless they are offered in their home state. Each state is led to develop a comprehensive array of academic programs, including programs that are highly specialized and could be developed more efficiently on a regional basis. The net effect is the proliferation of more programs than are required to meet regional needs. This makes it evident that there are important reasons for states to view student access on a regional as well as on a single state basis.

Would state purposes be served by reducing barriers to student mobility? A state's own residents acquire broadened access to programs as other states lower barriers to migration. The benefit is clearest in the case of a student living near a state border where the closest institution is in the neighboring state. Where certain programs or certain specializations are more easily accessible (or only accessible) in a neighboring state, the benefit of improved access is also apparent.

Similarly, a greater diversity of educational opportunities may be available to a student from one state if he or she can move freely to a neighboring state for higher education. Few states can afford totally comprehensive postsecondary facilities, including a wide range of high-cost, limited demand programs. By coordinating the development of such programs, several states can ensure a more diverse range of program offerings to their students than any one of them can offer individually. In this way, too, state goals of efficiency can be furthered. If a single state can avoid the need for certain high cost or unusual programs because they are available in nearby states, or can eliminate programs that are clearly underutilized, cost savings will be realized. Those same savings might make more resources available for programs already in operation, providing additional support to improve their quality and effectiveness. Adjustments in present state policies to permit easier student flow could lead to the more effective accomplishment of state goals of access, diversity, efficiency, and quality.

Roles for Reciprocity

Many states have developed reciprocal agreements, typically where there is clear interest on the part of two states in gaining access for their students to institutions close to their common border. Thus most existing reciprocal arrangements have been developed on a bilateral basis.

Regional or multistate reciprocity is more difficult, because multiple interests must be weighed. But reciprocity in a regional context may be a creative solution at this time, precisely because it would allow the balancing of several interests simultaneously. Such a regional approach need not diminish an individual state's control over the arrangements, if only because each state would need to approve the agreement and would have the continued option of non-participation.

Reciprocal agreements waiving nonresident tuition would change the present pattern of student flow among participating states. These changes might be perceived, in the short run, as beneficial by some states and detrimental by others. They might also be perceived differently by different institutions. The perception of "gain" or "loss" will differ according to the viewpoint of the observer.

Benefits would include:

- Strengthened access to state residents, geographically and programmatically.
- Additional enrollments in "underutilized" departments or institutions.

- The accompanying strengthening of recruitment efforts.

- A foundation for regional planning that would strengthen state efforts at coordinating and planning.

Disadvantages would include:

- Loss of tuition revenue on the part of institutions or states that saw themselves as being net exporters of students under the arrangements.

- Loss of students by institutions or departments for whom such loss would have status implications.

- The burden of added costs, at least at the margin, for those institutions or states that would expect to be net importers of students. Those costs would be calculated in different ways, depending upon the difference between the resident tuition and the nonresident tuition the institution would otherwise have received, whether the institution was "capped" for enrollment purposes, and the implication of the enrollment shift for purposes of state appropriations.

Disruptions in the present pattern of the flow of students among states are justified only if they contribute to the achievement of goals of access by broadening opportunities for students, and to goals of efficiency by creating opportunities to reassess current program operation in a coordinated way. If students move more freely across state lines, strong programs which are currently underenrolled can hope to add students by increasing the geographic scope of their recruitment, and possibly their selectivity as well. Weak programs can be reassessed in light of the possibility that the student needs they respond to can, in fact, be met more effectively on a regional level.

Reciprocity need not be comprehensive. What may appear to be an argument for that--for a reciprocal arrangement that includes several states, and all institutions and programs--can just as well apply to targeted approaches that encompass specific institutions or programs, have limits as to numbers of students involved, or apply only to specific geographic areas or student program needs.

Reciprocity and the elimination or reduction of tuition differentials for nonresident students must be looked at as a "package" which includes lowering price barriers and at the same time increasing the extent of cooperation and coordinated planning among states and institutions. Doing the former without the latter would result in needless expense on the part of the states, and doing the latter without the former would limit the ability to recruit more widely.

The reciprocity package, including the reduction or elimination of out-of-state tuition differentials and increased cooperative planning, would also include the necessity of improving regional data with regard to existing resources as well as existing and projected educational needs. No single source of regional data of this sort exists. The development of improved information systems is likely to be one of the side benefits of the effort

itself. Improved efforts to collect and share data among states and among institutions would be likely to result in increased communications, and thus engender cooperative activity.

What may be necessary, in fact indispensable to such an arrangement, is a regular process of conferring among the state authorities involved in an agreement, so that examination of the data of student flow, analysis of the adequacy of the agreement, and assessment of its consequences, can be accomplished on a regular basis. Such a forum needs the authority to modify the agreements to maintain a balance of positive outcomes among the parties Increased coordinated planning should lead to qualitative and programmatic improvements as resources freed through cooperative endeavors become available for programs in need of further development in institutions and in states.

Qualitative improvement could come also from the act of cooperation itself. Disclosure of information about programs by institutions to other institutions subjects those programs to a healthy kind of scrutiny. Such scrutiny can lead to efforts at improvement in quality.

Considerable effort will be needed to promote coordinated institutional planning. Institutions are conditioned to planning in isolation from one another, certainly from institutions in other states. It will be difficult to promote the idea of a regional perspective among institutions accustomed to this point of view. Encouragement of freer flow of students among states and the consequent opportunity of institutions to benefit from that flow will increase the need and the incentives for cooperative planning activities.

STUDENT EXCHANGES BASED ON RECIPROCAL TUITION REDUCTIONS

States in the WICHE region have pursued goals of expanding opportunities for students and increasing efficiencies for state systems of higher education by developing a number of agreements to assist the movement of students across state lines through the mutual waiver of the nonresident tuition differential. States in New England and the South operate multistate programs of graduate and undergraduate exchange based on waiver or partial waiver of the tuition differential. These programs are described in this section.

WICHE's original program of student exchange, the Professional Student Exchange Program (PSEP), operates on a related but different principle. In PSEP, receiving institutions waive the nonresident tuition differential but do so as part of an agreement under which the sending states pay a "support fee" (established by the WICHE Commission) to cover, in essence, the difference between the resident tuition that the student pays and the average cost of instruction. In eight designated PSEP fields, the support fee in effect "purchases" places which would not otherwise be assured for the sending states. In another eight fields, PSEP support fees are established to approximate the difference between resident and nonresident tuition in order to assist students seeking education in professions not available in the home state.[1]

Tuition Reciprocity in the West

Laws are in place in all states in the Western Regional Education Compact under which designated governing or coordinating boards or institutions may participate in arrangements for exchanges of students that involve waiving the differential between resident and nonresident tuition on a reciprocal basis.[2] Pursuant to these constitutional or statutory authorizations, states participate in a number of WICHE-originated multilateral programs and in numerous bilateral exchanges with adjoining states.

The Community College Student Exchange Program originated in the early 1970's and now includes several hundred programs in 16 community colleges in four states--Idaho, Montana, North Dakota, and Wyoming. There are two major components: (a) closest college, a category for students resident in one state for whom the nearest community college is across a state line; and (b) designated regional programs, a category in which students from any of the

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[1] Until 1987 there were 16 fields in which support fees based on average cost of instruction were deemed necessary. Following a survey showing that in some of these fields, institutions were enrolling many nonresidents upon the payment of nonresident tuition only, the WICHE Commission approved support fees based on average cost of instruction in eight fields, only: medicine, osteopathic medicine, dentistry, veterinary medicine, physical therapy, occupational therapy, optometry, and podiatry. In the other eight fields (forestry, graduate library studies, law, pharmacy, graduate nursing, public health, architecture, and maritime technology) the support fees were reduced to reflect an average related to nonresident tuition.

[2] See Tuition Reciprocity in the West, Authorizations and Agreements, Fall 1985, WICHE, December 1985.

participating states may enroll, at resident tuition, in curricula designated by the receiving school. In 1986-87, 280 students benefited in the "closest college" category, 208 in "designated regional programs."

The Mineral Engineering Program links six public institutions (in Alaska, Arizona, Idaho, Montana, Nevada, and Wyoming) which open designated mineral engineering programs to residents of western states in which such programs are not available. In 1986-87, 33 students from 12 western states are enrolled in three of the six institutions (Montana, Nevada, Wyoming).

Western Regional Graduate Programs (WRGP) came into operation in 1981, extending tuition reciprocity in designated graduate programs, initially in five and currently in all WICHE states except California. Programs included in WRGP are nominated by the sponsoring institutions and chosen after a thorough review with graduate institutions in the participating states intended to assure that the programs are distinctive. Currently some 135 students are benefiting, in 95 programs in 35 institutions in the 13 participating states.

In the Pacific Northwest States, with WICHE encouragement, 12 universities recently established the Doctoral Student Exchange, a program under which doctoral students in any of the cooperating institutions may spend up to a year in any of the other universities in the group.

In all of these programs, arrangements for admission and for tuition adjustments are made directly by the student and the institution concerned. Once the programs are in operation, WICHE's role is essentially that of broker: WICHE serves as convener/sponsor in establishing the programs; it monitors and assists in the addition or modification of participating institutions and programs; it publishes and distributes information describing the programs and publicizes their availability, and it reports on the flow of students each year as that flow is reported by the cooperating institutions.

Bilateral Agreements. In Fall 1986, all of the WICHE states except Alaska, Hawai'i and Wyoming had one or more formal agreements with adjoining states for the exchange of undergraduate level students based on waiver of the nonresident tuition differential. In all cases these agreements call for an approximate balance of exchange, i.e., either the number of students flowing between the states must be approximately equal or the dollar value of waived tuition must be about equal. Normally, the agreements pertain to specified institutions or academic programs as well as numbers of students, often residing in specified areas within one or both states. Further information about the following bilateral agreements is available from WICHE.

AZ **Eastern Arizona College** (a 2-year college) and **Western New Mexico University** (a 4-year institution), with concurrence of the two state boards. Involves up to 30 students from the other state, each year in each institution.

CA **College of the Redwoods** (2-year)/**Southern Oregon State College** (4-year). Limited to resident students of the one college who desire to enroll in the other; "approximately equal" numbers are required.

College of the Siskiyous (2-year)/**Oregon Institute of Technology** (4-year). Limitations similar to those for College of the Redwoods/Southern Oregon State College are in force.

Lassen Community College/University of Nevada, Reno. Applies to up to 10 resident students of agriculture in each institution.

CO **Colorado Commission on Higher Education/New Mexico Commission on Higher Education,** involving four institutions in Colorado and all institutions excepting two in New Mexico (CO: Trinidad State Junior College, Lamar Community College, Adams State College, Fort Lewis College; NM: all except N.M. Military Institute and the UNM College of Medicine). Numbers of New Mexico students per institution are limited by Colorado, and totals for each state are established to provide balance of flow over several years.

ID **Idaho Board of Education/Washington Higher Education Coordinating Board:** 75 students from each state at institutions named in the agreement.
North Idaho College (2-year)/**Spokane Community Colleges** and **Eastern Washington University** in upper division and graduate programs.
University of Idaho/Washington State University, a broad agreement between institutions located eight miles apart.
University of Idaho/Eastern Washington University in dietetics.
University of Idaho/Oregon State University: engineering at Idaho, Food Science and Technology at Oregon State University.

MT **Montana State University** and **Utah State University,** using the National Student Exchange to accommodate an exchange in the dairy production program. (This is not a bilateral agreement as usually defined.)

NV **University of Nevada, Reno/Lassen Community College** (see CA).

NM **New Mexico/Colorado** (see CO).
Western New Mexico University/Eastern Arizona (see AZ).
New Mexico Commission on Higher Education (for New Mexico State University (4-years)/**El Paso (TX) Community College.** Applies to up to 75 Texas and 75 New Mexico residents wishing to enroll in programs not offered in their "home institution."

ND **North Dakota State Board of Higher Education/Minnesota Higher Education Coordinating Board:** a comprehensive agreement that has involved nearly 10,000 students in a year. Applies to 2-year and 4-year institutions. Provisions that modify tuition payments have been agreed to from time to time, to achieve acceptable balance of state cost.

OR **College of the Redwoods, College of the Siskiyous** (see CA).
Oregon Educa nal Coordinating Commission, Oregon Board of Higher Education, Oregon Board of Education/Washington Higher Education Coordinating Board--comprehensive agreement involving most 4-year and several 2-year institutions in each state (1986). Number and

level of students are specified for each institution. Applies to 800 Oregon and 680 Washington residents, the numbers calculated to achieve approximate balance of cost.

UT **Utah State University/Idaho State University** (1986). Involves 25 students in each state.

WA **Washington Higher Education Coordinating Board/Idaho Board of Education** (see Idaho).
Spokane Community Colleges and **Eastern Washington State University/North Idaho College** (see Idaho).
Washington State University/University of Idaho (see Idaho).
Eastern Washington University/University of Idaho (see Idaho).
Washington Higher Education Coordinating Board/Oregon Board of Higher Education, Oregon Board of Education, and **Oregon Educational Coordinating Commission** (see Oregon).
Washington Higher Education Coordinating Board/institutions in **British Columbia**. Provides for approximate balance of numbers based on prior year enrollment.

The "Academic Common Market," Southern Regional Education Board

The "Academic Common Market" is an agreement among Southern Regional Education Board (SREB) states to share uncommon programs, at both the baccalaureate and graduate levels, extending resident tuition status in the designated programs to students from other participating states. The program began as a graduate-level program only; graduate programs continue to dominate the program. One SREB state (North Carolina) does not participate in the Common Market; by choice of the sponsoring state, students resident in Florida and Texas have access to graduate-level but not to undergraduate programs. In general, states do not seek access for their residents to programs in other states if the programs are already available in one or more public institutions in the home state.

In the Academic Common Market, students must be certified by their home state for participation in the program. Each year, some 500 to 600 students obtain that certification. SREB has not found it practical to track students following their certification, and data are not available as to precise numbers actually enrolled or as to the balance of student flow. For the most part, states have not made an issue of the balance of flow, though from time to time the question arises. A study in Alabama indicated that most participants return to the home state following completion of studies.

A list of available programs is maintained by SREB. These lists are developed through an annual process of negotiation among representatives of the participating states. For example, Mississippi may wish access for its residents to a program in Health Care Management. Such a program is available at the University of Alabama; the Alabama representative is willing to include the program in the list available to Mississippi residents--so the program is added to the list of programs available to residents of Mississippi.

Within each state a coordinating officer is responsible for publicizing the program, certifying students who apply for such certification, and

maintaining the state's program lists, through the annual negotiating meeting. At SREB, program administration requires about two-thirds of one person's time. Annual expenditures for printing, mailing, and otherwise publicizing and operating the program are in the range of $5,000-$10,000. An annual update of available programs is prepared and distributed, but little reporting of student participation occurs.

"Regional Student Program," New England Board of Higher Education (NEBHE)

The Regional Student Program (RSP) enables New England residents to enroll in out-of-state public institutions in the six New England states at reduced tuition rates (25 percent above resident tuition), in selected degree programs at the undergraduate and graduate levels that are not offered by their home-state public institutions. Undergraduate RSP students and graduate students applying to state colleges (but not to the state universities) receive admission preference over other nonresidents. Undergraduate applicants (and some graduate applicants) to out-of-state institutions which are closer to their home than an institution offering the program in their home state, may also receive RSP status (currently this feature is available to residents of Massachusetts, Rhode Island, Connecticut, and Vermont, only).

RSP was initiated in 1958-59, with 302 students participating that year. The program has grown consistently since 1965; in 1985-86, 5,155 students benefited under its provisions. NEBHE estimates that in that year, students saved an average of $1,959 for the academic year, representing tuition savings of more than $10 million to participating students and their parents.

The New England Board of Higher Education publishes each year, for each of the states, a list of undergraduate and graduate programs available to residents of the state concerned. It maintains close accounting of enrollments and publishes an annual enrollment report which includes state-specific information concerning enrollment flows (in and out), with calculations of financial savings for students. In recent years the proportions of graduate/undergraduate students have been roughly 15/85. The student applies directly to the institution, indicating on the application form a request for RSP status; in event of question about RSP status, the question may be referred to the NEBHE office, which will attempt to assist in resolving the question, but decisions on classification remain with the institution.

Attractive publications are produced annually for each of the states, and the year-end accounting of student flow is in extensive detail. Two full-time staff members are assigned to the program and some $25,000 is expended annually for publications and publicity.

THE CONTEXT FOR RECIPROCITY IN THE WEST: POPULATION TRENDS, ENROLLMENTS AND STUDENT CHARGES

Geography, the proximity of institutions to major population centers, variable population growth, enrollment trends, and financial considerations bear heavily on whether interstate educational programs are established and can be successfully maintained. The 34-year history of the WICHE Professional Student Exchange Program, for example, illustrates the continuing need to take these factors into account in the establishment and maintenance of interstate programs. To indicate some of the factors to be considered with respect to western undergraduate exchange programs, this chapter provides:

- maps showing the location of public higher education institutions in the West;
- data on population trends and characteristics;
- historical data on higher education enrollments and projections for future high school graduates; and
- trends in tuition and fee charges for resident and nonresident students.

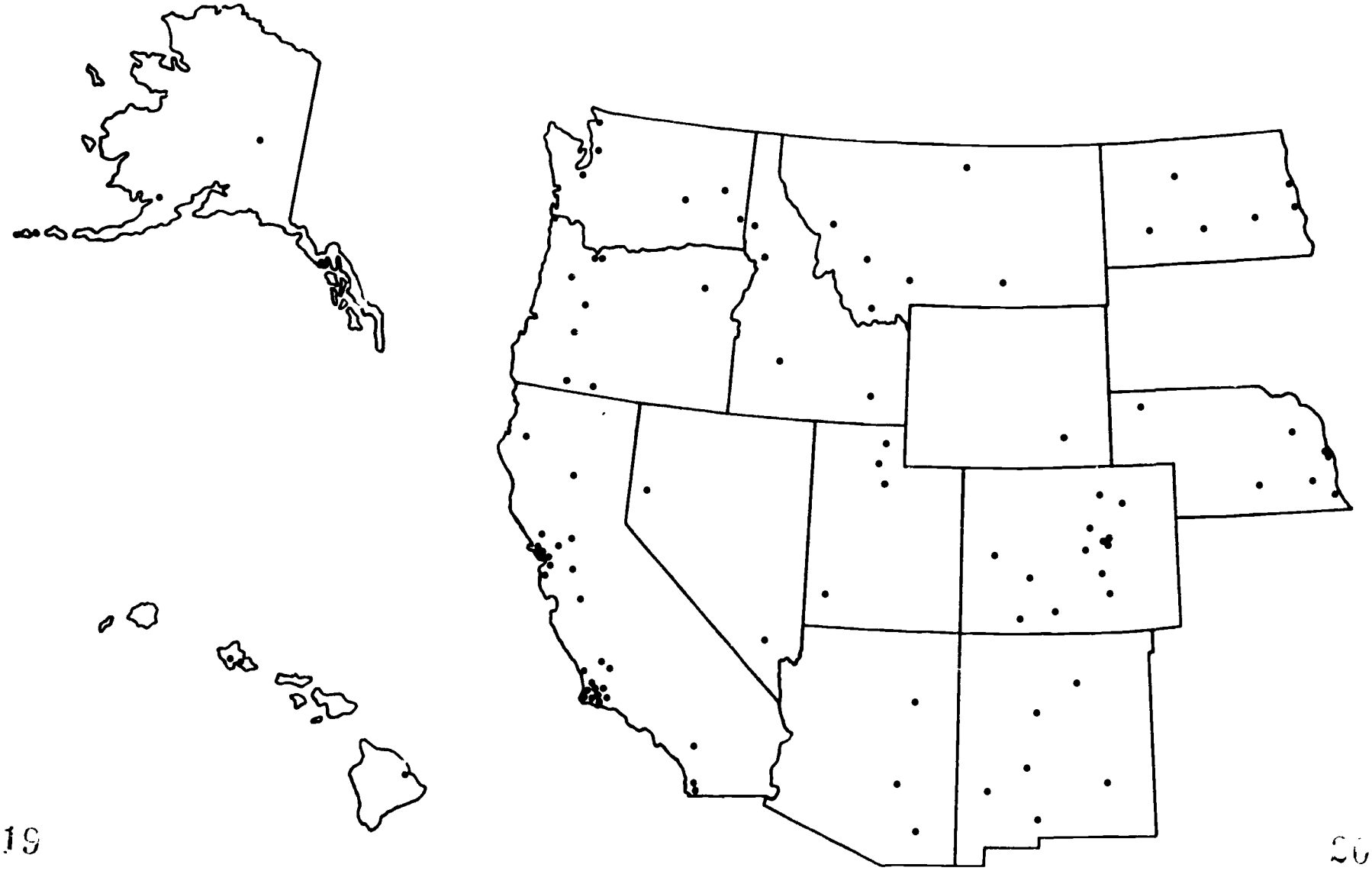
Map 1 shows the location of public universities and four-year colleges in 15 western states. Map 2 shows the location of public community (two-year) colleges. The maps illustrate that education in the West is directly affected by the sheer expanse of the region and the wide dispersion of population centers. The West has few population centers or metropolitan areas that actually span state boundaries (unlike the population corridors of the East Coast and Great Lakes Region). Except in the Portland, Oregon area and several smaller population centers, the major concentrations of population and of higher education institutions are not located on adjacent state boundaries. Although the coastal cities of California along with several other major metropolitan areas contain a majority of the population and of the large educational institutions, the remainder of the region is characterized by much smaller population centers separated by great distances.

These geographical characteristics suggest several things about student movement and interstate educational cooperation in the West. First, most programs will not be confined to relatively compact urban areas transected by state boundaries. This means that most students in interstate reciprocal or cooperative programs will not be commuter students in the usual sense, easily traveling from residence to campus on a frequent basis. This has implications for providing student access and for program scheduling.

Second, the distances that individuals may need to travel to find the most appropriate educational programs may be substantial. The distances and the dispersion of major educational centers may require students to relocate. These distances are likely to place higher financial burdens on the students and make it more difficult for programs to attract a critical mass of students and faculty.

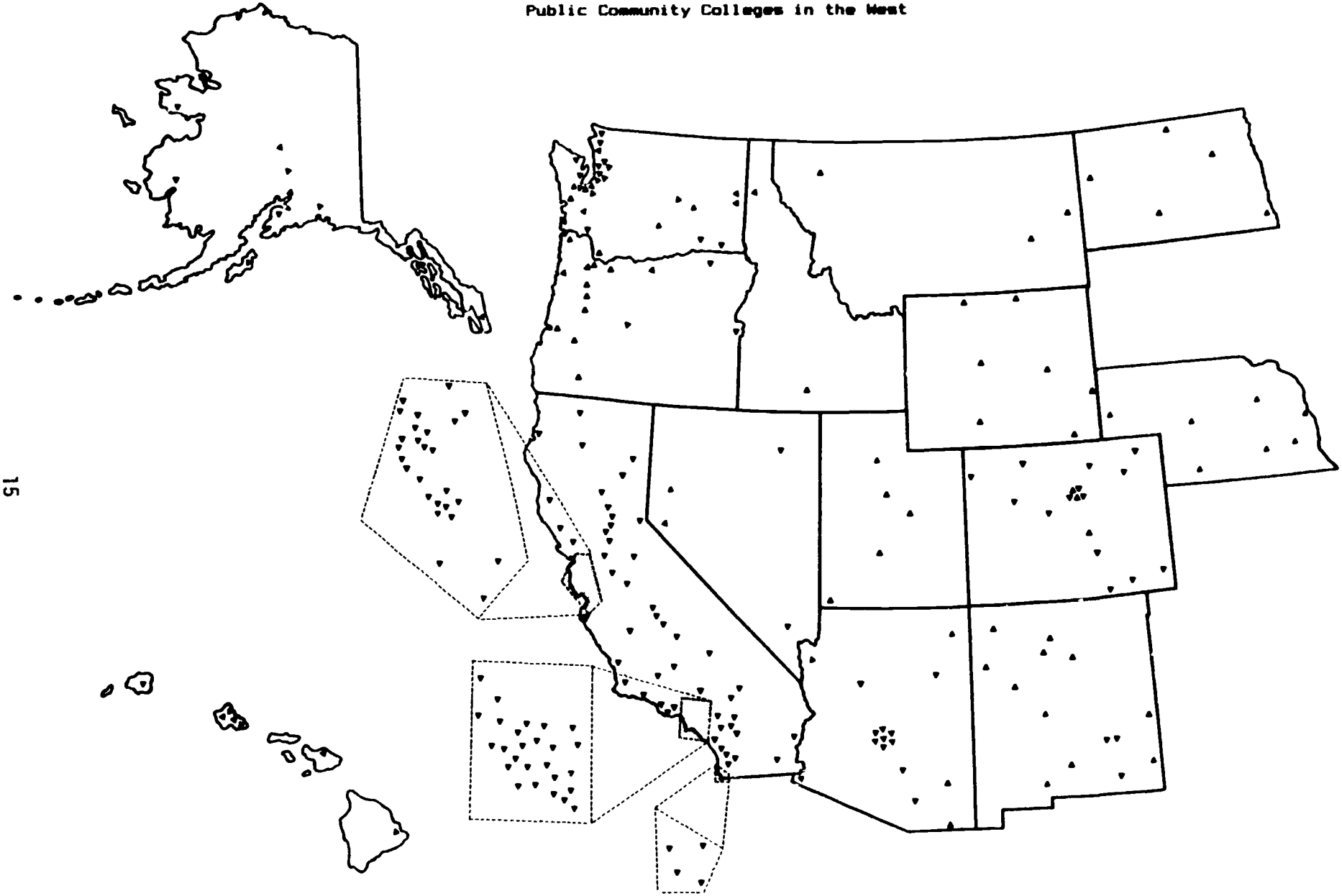
Map 1

Public Universities and Four-Year Institutions in the West



Map 2

Public Community Colleges in the West



Third, as is apparent on the maps, there are very large geographical areas where the most proximate higher education institution may be in a neighboring state or may be a community college rather than a four-year institution (or vice versa). Proximity alone argues for mobility across state boundaries and among institutions in order to enhance access and avoid duplication.

Table 1 provides historical data and projections on state population growth. The region as a whole grew at more than double the rate of the nation between 1970 and 1985, 35.8 percent compared to 17.5 percent. The most accelerated growth in the West took place during the 1970s, with the growth rate slowing considerably for some states during the early 1980s.

Population projections for 1985 through 2000, which take into account the economic changes of the 1980s, indicate slower growth overall and greater diversity in the state trends. Six states are likely to continue to grow rapidly, with more than 20 percent increases in population during the next 15 years. Five states are likely to grow moderately, 5 to 20 percent in 15 years. Five states are likely to have essentially stable populations, with at least two of these facing the prospect of population decreases. Overall, the West's population is projected to grow nearly 20 percent, compared to 11.8 percent national growth by the end of the century. Many states prepare their own population projections, but these tend to be similar to the standard-source projections provided on Table 1. Only completely unforeseen changes in the energy markets or other economic sectors would be likely to alter these projections significantly.

Table 2 shows the age distribution of state populations in the West. All 15 western states have a high concentration of children under age five, led by Alaska and Utah where that age cohort is half again larger than for the nation as a whole. Several western states also have a relatively high concentration of elementary and secondary school and college-age populations. These factors indicate the continuing growth in demand for higher education in the West.

Table 3 presents data on high school graduates in the West. Consistent with national trends and projections, the number of high school graduates in western states has decreased somewhat from the peak around 1980. In all but two of the western states, this trend is expected to reverse during the 1990s. The most recent regionwide projections indicate new and significantly higher peaks in high school graduates will occur in all but five of the 15 western states within the next decade. These data illustrate that the traditional college recruitment pool will change significantly in the coming years.

Table 4 on higher education enrollment trends shows that the region as a whole had very little increase in enrollments between 1976 and 1984. This low growth is in sharp contrast to the nation as a whole and appears to be inconsistent with the higher rate of population growth in the West. This apparent inconsistency, however, is attributable to decreases in higher education enrollments in the states of California, Oregon, and Washington. Most of the remaining western states experienced sharp increases in enrollments since 1976. During the mid-1980s, the high rate of enrollment growth has continued for several states (Arizona, Nevada, and Utah), while other states have experienced relative stability in enrollments.

Tables 5 and 6 provide data on average student charges in public higher education in the West since 1979-80. Traditionally, most western states have had relatively low tuition and fees (compared to other regions), but the increases in recent years have been large. Increases in undergraduate resident charges ranged from 34 percent to more than 200 percent in the five years between 1979-80 and 1984-85. Additional increases have occurred in most states the last two years. Average graduate resident charges were increased at similar rates, with nonresident charges following a similar pattern in most states.

The implications of this changing environment on student access and state funding for higher education are difficult to gauge on a regional basis. They indicate the importance of state consideration and choice. Significant population changes will be reflected in school enrollments, in the number of high school graduates, and in the potential for increasing postsecondary enrollments in many areas of the West. These trends, in turn, point to the need for policy choices to (1) increase the physical capacity and necessary support for specific higher education institutions, (2) limit enrollments through higher student charges or imposing enrollment caps, or (3) make more effective use of existing capacity on a state and regionwide basis through new approaches to cooperative planning and resource sharing. Which path is followed or actions taken will depend primarily on state decisions during the coming years.

Table 1
Resident Population by State, 1970 - 2000 (Projected)

State	1970	1985	2000 (Projected)	Percent Change 1970-85	Percent Change 1985-2000 (Projected)
Alaska	302,000	521,000	641,900	72.5%	23.2%
Arizona	1,772,500	3,187,000	4,497,000	79.8%	41.1%
California	19,953,100	26,365,000	32,066,700	32.1%	21.6%
Colorado	2,207,300	3,231,000	4,013,400	46.4%	24.2%
Hawaii	769,900	1,054,000	1,098,100	36.9%	4.2%
Idaho	713,000	1,005,000	1,092,600	41.0%	8.7%
Montana	694,400	826,000	845,000	19.0%	2.3%
Nebraska	1,483,800	1,606,000	1,593,200	8.2%	-0.8%
Nevada	488,700	936,000	1,262,000	91.5%	34.8%
New Mexico	1,016,000	1,450,000	1,735,100	42.7%	19.7%
North Dakota	617,800	685,000	653,600	10.9%	-4.6%
Oregon	2,091,400	2,687,000	3,028,800	28.5%	12.7%
Utah	1,059,300	1,645,000	2,055,100	55.3%	24.9%
Washington	3,409,200	4,409,000	4,979,500	29.3%	12.9%
Wyoming	332,400	509,000	546,000	53.1%	7.3%
15-State Total	36,910,800	50,116,000	60,108,000	35.8%	19.9%
U.S. Total	203,235,300	238,739,000	266,929,500	17.5%	11.8%

Sources: Data for 1970 and 1985 from the U.S. Bureau of the Census. Totals rounded to hundreds for 1970 and thousands for 1985. Population projections for the year 2000 from the National Planning Association Regional Economic Projections Series (1986). Projections reflect assumptions concerning future economic factors as well as demographic trends. Many states prepare their own economic and demographic projections which may vary from the numbers reported above.

Table 2
Estimated Resident Population of States, by Age, 1984

	Total Population	Under 5 Years	Percent of Total	5 to 17 Years	Percent of Total	18 to 24 Years	Percent of Total
ALASKA	500,000	56,000	11.2%	106,000	21.2%	72,000	14.4%
ARIZONA	3,053,000	261,000	8.5%	595,000	19.5%	363,000	11.9%
CALIFORNIA	25,622,000	2,063,000	8.1%	4,599,000	17.9%	3,211,000	12.5%
COLORADO	3,178,000	264,000	8.3%	592,000	18.6%	413,000	13.0%
HAWAII	1,039,000	90,000	8.7%	197,000	19.0%	141,000	13.6%
IDAHO	1,001,000	96,000	9.6%	226,000	22.6%	109,000	10.9%
MONTANA	824,000	70,000	8.5%	166,000	20.1%	92,000	11.2%
NEBRASKA	1,606,000	131,000	8.2%	312,000	19.4%	195,000	12.1%
NEVADA	911,000	70,000	7.7%	164,000	18.0%	110,000	12.1%
NEW MEXICO	1,424,000	133,000	9.3%	302,000	21.2%	181,000	12.7%
NORTH DAKOTA	686,000	61,000	8.9%	137,000	20.0%	84,000	12.2%
OREGON	2,674,000	205,000	7.7%	504,000	18.8%	286,000	10.7%
UTAH	1,652,000	206,000	12.5%	419,000	25.4%	204,000	12.3%
WASHINGTON	4,349,000	345,000	7.9%	815,000	18.7%	514,000	11.8%
WYOMING	511,000	52,000	10.2%	108,000	21.1%	58,000	11.4%
15-STATE TOTAL	49,030,000	4,103,000	8.4%	9,242,000	18.8%	6,033,000	12.3%
U.S. TOTAL	236,158,000	17,816,000	7.5%	44,872,000	19.0%	29,123,000	12.3%

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 970, State Population Estimates, by Age and Components of Change: 1980 to 1984, U.S. Government Printing Office, Washington, D.C., 1985.

Table 3
High School Graduates by State

YEAR	ALASKA (pub)		ARIZONA (pub)		CALIFORNIA (com)		COLORADO (pub)	
	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates
1975-76		4,223		28,646		306,301		35,555
1976-77		4,527		29,855		299,136		36,647
1977-78		4,850		30,814		300,693		37,371
1978-79		5,068		30,059		293,376		37,233
1979-80		5,223		28,633		281,363		36,804
1980-81		5,358		28,416		273,973		35,993
1981-82		5,477		28,049		276,404		35,494
1982-83	5,558	5,558	28,161	29,867	257,816	272,896	34,640	34,875
1983-84	5,463	5,457	26,765	26,530	248,156	269,024	32,572	32,954
1984-85	5,561	5,184	26,430	27,877	248,030	251,143*	32,069	32,255
1985-86	5,517		26,441		246,509		32,941	
1986-87	6,042		27,528		256,343		34,237	
1987-88	6,602		28,937		264,018		35,951	
1988-89	6,803		29,056		254,801		36,032	
1989-90	6,413		27,523		239,213		33,564	
1990-91	6,584		26,351		234,235		32,341	
1991-92	6,653		26,086		240,150		32,046	
1992-93	6,715		26,137		244,731		33,148	
1993-94	7,105		25,744		253,249		33,696	
1994-95	7,337		27,231		265,383		35,559	
1995-96	7,750		28,032		271,932		36,390	
1996-97	7,995		30,305		289,517		38,964	
1997-98	8,311		32,583		307,484		41,059	
1998-99	8,829		33,606		320,997		43,031	
1999-2000			34,262				45,246	

Sources: Based on WICHE projections done in 1983 and reported in High School Graduates: Projections for the Fifty States (1982-2000), Western Interstate Commission for Higher Education, Boulder, Colorado (January 1984). Actual graduates through 1984-85 provided by state education agencies. The WICHE projections will be revised and updated during 1987 for republication in early 1988.

NOTES: Notation for each state indicates whether data include public high school graduates (pub) only or public and private combined (com).

*Data reported by California for 1984-85 excludes evening and special students reported in previous years.

Table 3 (continued)

YEAR	HAWAII (com)		IDAHO (pub)		MONTANA (pub)		NEBRASKA (com)	
	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates
1975-76		13,486		12,835		12,136		24,792
1976-77		13,930		12,382		12,328		25,561
1977-78		13,873		13,395		12,184		25,688
1978-79		14,097		13,457		12,068		25,652
1979-80		14,013		13,246		12,135		24,803
1980-81		14,610		12,931		11,634		23,729
1981-82		13,948		12,554		11,162		23,516
1982-83	12,539	12,943	12,390	12,130	10,557	10,689	22,197	22,197
1983-84	12,612	12,990	11,734	11,717	9,783	10,224	20,472	20,807
1984-85	12,147	12,516	11,853	11,354	9,365	10,016	19,418	20,202
1985-86	12,171		11,802		9,110		18,826	
1986-87	12,772		12,209		9,494		19,302	
1987-88	13,067		13,025		9,746		19,840	
1988-89	12,685		13,128		9,952		19,967	
1989-90	12,010		12,585		9,022		19,023	
1990-91	11,853		12,634		8,742		17,799	
1991-92	11,810		13,231		8,763		17,940	
1992-93	11,784		13,385		9,005		18,608	
1993-94	12,253		14,022		9,249		17,899	
1994-95	12,882		15,169		9,672		19,632	
1995-96	12,809		15,606		9,847		19,589	
1996-97	13,424		16,061		10,220		20,444	
1997-98	14,096		16,239		10,329		21,330	
1998-99	14,355		15,714		10,403		21,197	
1999-2000	14,376		15,789		10,569		21,033	

Table 3 (continued)

YEAR	NEVADA (com)		NEW MEXICO (com)		NORTH DAKOTA (com)		OREGON (pub)	
	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates
1975-76		7,814		18,407		10,771		30,561
1976-77		8,273		18,617		10,991		30,258
1977-78		8,503		19,079		11,548		29,998
1978-79		8,591		19,455		11,220		30,228
1979-80		8,773		19,043		10,797		29,939
1980-81		9,375		18,693		10,730		29,354
1981-82		9,599		18,344		10,226		28,780
1982-83	9,343	9,349	17,657	17,795	9,557	9,572	28,194	28,099
1983-84	8,713	9,096	16,442	17,304	9,037	9,157	26,612	27,214
1984-85	8,578	8,955	16,323	16,930	8,417	8,703	26,129	26,870
1985-86	8,421		16,381		7,909		26,188	
1986-87	9,006		15,940		8,170		27,261	
1987-88	9,527		15,998		8,702		28,326	
1988-89	9,740		16,000		8,558		27,384	
1989-90	9,108		16,048		8,244		25,580	
1990-91	8,867		16,074		8,218		24,869	
1991-92	8,877		16,100		8,062		24,924	
1992-93	9,111		16,293		8,352		25,703	
1993-94	9,849		16,616		8,407		26,330	
1994-95	10,099		17,414		9,005		27,350	
1995-96	10,758		18,022		8,924		28,443	
1996-97	11,925		18,711		9,345		30,341	
1997-98	12,782		20,044		9,433		31,455	
1998-99	13,566		20,026		9,757		31,370	
1999-2000	13,907		20,816		9,952		29,938	

Table 3 (continued)

YEAR	UTAH (pub)		WASHINGTON (com)		WYOMING (pub)		REGIONAL TOTAL	
	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates	Projected Graduates	Actual Graduates.
1975-76		19,782		53,305		5,757		584,371
1976-77		19,743		53,297		5,861		581,406
1977-78		20,228		53,349		6,074		587,647
1978-79		20,045		53,537		5,982		580,068
1979-80		20,035		52,928		6,072		563,807
1980-81		19,886		52,504		6,161		553,347
1981-82		19,400		52,595		5,999		551,597
1982-83	19,689	19,210	49,953	49,446	5,972	5,909	524,223	540,535
1983-84	19,123	19,350	46,893	47,621	5,758	5,764	500,135	525,209
1984-85	19,782	19,606	46,942	48,326	5,710	5,687	496,754	505,624
1985-86	19,894		48,483		5,763		496,356	
1986-87	20,928		49,889		6,293		515,414	
1987-88	22,654		52,043		6,672		535,108	
1988-89	23,449		50,714		6,838		525,107	
1989-90	22,811		46,462		6,732		494,338	
1990-91	24,262		44,953		6,636		484,418	
1991-92	25,653		45,371		6,775		492,441	
1992-93	26,759		46,121		7,087		502,939	
1993-94	29,542		47,495		7,294		518,750	
1994-95	32,033		47,270		7,899		543,935	
1995-96	32,755		48,483		8,069		557,409	
1996-97	34,668		53,149		8,833		593,902	
1997-98	35,265		56,022		9,258		625,690	
1998-99	34,843		57,590		9,428		644,712	
1999-2000	35,055		57,402		9,598		---	

Table 4
Enrollment Trends in Western Higher Education
Fall 1976 - Fall 1984

	1976	1982	1983	1984	Pecent Change 1976-1984
ALASKA					
Total	18,500	24,556	26,045	26,991	45.9%
University and Four-Year	9,278	13,879	11,252	12,010	29.4%
Two-Year and Other	9,222	10,677	14,793	14,981	62.4%
ARIZONA					
Total	174,687	210,683	213,437	210,029	20.2%
University and Four-Year	78,399	91,426	93,138	93,807	19.7%
Two-Year and Other	96,288	119,257	120,209	116,222	20.7%
CALIFORNIA					
Total	1,727,671	1,842,963	1,730,847	1,665,155	-3.6%
University and Four-Year	663,997	661,642	647,383	654,409	-1.4%
Two-Year and Other	1,063,674	1,181,321	1,083,464	1,010,746	-5.0%
COLORADO					
Total	149,455	171,821	172,650	164,394	10.0%
University and Four-Year	109,138	120,468	122,250	116,758	7.0%
Two-Year and Other	40,317	51,353	50,400	47,636	18.2%
HAWAII					
Total	47,108	51,788	52,065	49,981	6.1%
University and Four-Year	27,891	29,612	30,828	29,808	6.9%
Two-Year and Other	19,217	22,176	21,237	20,173	5.0%
IDAHO					
Total	38,439	42,975	42,911	43,303	12.7%
University and Four-Year	28,709	31,384	31,318	31,617	10.1%
Two-Year and Other	9,730	11,591	11,593	11,686	20.1%
MONTANA					
Total	29,713	36,811	37,877	37,061	24.7%
University and Four-Year	26,988	32,400	33,494	32,667	21.0%
Two-Year and Other	2,725	4,411	4,383	4,394	61.2%
NEBRASKA					
Total	77,204	94,390	95,162	97,422	26.2%
University and Four-Year	62,289	70,307	71,159	70,491	13.2%
Two-Year and Other	14,915	24,083	24,003	26,931	80.6%
NEVADA					
Total	29,995	42,212	43,768	43,007	43.4%
University and Four-Year	16,614	21,277	21,215	17,878	7.6%
Two-Year and Other	13,381	20,935	22,553	22,185	65.8%

Table 4 (continued)

	1976	1982	1983	1984	1976-1984
NEW MEXICO					
Total	54,435	63,483	66,094	66,507	22.2%
University and Four-Year	47,850	51,266	53,509	52,625	10.0%
Two-Year and Other	6,585	12,217	12,585	13,882	110.8%
NORTH OAKOTA					
Total	30,187	36,224	37,591	37,585	24.5%
University and Four-Year	22,787	28,173	29,325	29,654	30.1%
Two-Year and Other	7,400	8,051	8,266	7,931	7.2%
OREGON					
Total	146,068	141,312	141,172	141,810	-2.9%
University and Four-Year	79,223	75,992	76,041	77,726	-1.9%
Two-Year and Other	66,845	65,320	65,131	64,084	-4.1%
UTAH					
Total	85,682	99,431	103,324	101,863	18.9%
University and Four-Year	71,349	80,750	82,536	81,512	14.2%
Two-Year and Other	14,333	18,681	20,788	20,351	42.0%
WASHINGTON					
Total	248,389	227,812	229,639	230,667	-7.1%
University and Four-Year	102,730	106,142	106,729	106,390	3.6%
Two-Year and Other	145,659	121,670	122,910	124,277	-14.7%
WYOMING					
Total	19,183	22,713	23,844	23,424	22.1%
University and Four-Year	8,847	10,209	10,270	10,087	14.0%
Two-Year and Other	10,336	12,504	13,574	13,337	29.0%
15-STATE TOTAL					
Total	2,876,716	3,109,174	3,016,426	2,939,199	2.2%
University and Four-Year	1,356,089	1,424,927	1,420,447	1,417,439	4.5%
Two-Year and Other	1,520,627	1,684,247	1,595,889	1,518,816	-0.1%
U.S. TOTAL					
Total	11,012,137	12,425,780	12,464,661	12,241,940	11.2%
University and Four-Year	7,128,816	7,622,379	7,669,927	7,630,910	7.0%
Two-Year and Other	3,883,321	4,803,401	4,794,734	4,611,030	18.7%

*Enrollment changes reflect, in part, a reclassification of several institutions.

Sources: Data drived from the Higher Education General Information Survey (HEGIS), Fall Enrollment in Colleges and Universities, for the years listed. Prepared from published and unpublished tables by the National Center for Education Statistics, U.S. Department of Education.

Oefinitions: The "University and Four-Year" category includes doctoral-level, comprehensive, general baccalaureate and specialized institutions, following the National Center for Education Statistics classifications. "Two-Year and Other" includes institutions granting 75 percent or more awards below baccalaureate level and all institutions added to the HEGIS universe within the previous two years.

Table 5
Average Undergraduate Tuition and Required Fees, by State*

	1979-80	1984-85	1986-87	Percent Change 1979-80 to 1984-85	Percent Change 1984-85 to 1986-87
Alaska (Fairbanks)					
Resident	$532	$958	$1,280	80.1%	33.6%
Nonresident	1,168	2,158	2,840	84.8%	31.6%
Arizona (ASU, UA, UNA)					
Resident	533	950	1,136	78.2%	19.6%
Nonresident	2,020	3,533	4,071	74.9%	15.2%
California					
Resident (CSU)	204	658	680	222.5%	3.3%
Nonresident (CSU)	2,004	4,168	4,910	108.0%	17.8%
Resident (UC)	741	1,324	1,343	78.7%	1.4%
Nonresident (UC)	3,141	4,888	5,429	55.6%	11.1%
Colorado (CU, CSU)					
Resident	844	1,450	1,738	71.8%	19.9%
Nonresident	3,050	5,117	5,749	67.8%	12.4%
Hawaii (Manoa)					
Resident	480	910	1,000	89.6%	9.9%
Nonresident	1,155	3,120	3,430	170.1%	9.9%
Idaho (BSU, ISU, UI)					
Resident	470	996	1,038	111.9%	4.2%
Nonresident	1,903	2,930	2,971	54.0%	1.4%
Montana (MSU, UM)					
Resident	600	910	1,256	51.7%	38.0%
Nonresident	1,968	2,602	3,074	32.2%	18.1%
Nebraska (UNL)					
Resident	750	1,140	1,313	52.0%	15.2%
Nonresident	1,950	3,090	3,570	58.5%	15.5%
Nevada (UN)					
Resident	705	1,080	1,080	53.2%	0.0%
Nonresident	2,205	3,280	3,280	48.8%	0.0%
New Mexico (NMSU, UNM)					
Resident	627	843	1,023	34.4%	21.4%
Nonresident	1,881	2,811	3,084	49.4%	9.7%
North Dakota (NDSU, UND)					
Resident	610	1,044	1,230	71.1%	17.8%
Nonresident	1,408	1,959	2,193	39.1%	11.9%
Oregon (OSU, PSU, UO)					
Resident	855	1,422	1,478	66.3%	3.9%
Nonresident	2,979	4,047	4,181	35.9%	3.3%
Utah (USU, UU)					
Resident	672	1,085	1,369	61.5%	26.2%
Nonresident	1,760	3,075	3,781	74.7%	23.0%
Washington (UW, WSU)					
Resident	687	1,308	1,605	90.4%	22.7%
Nonresident	2,394	3,624	4,461	51.4%	23.1%
Wyoming (UW)					
Resident	434	716	778	65.0%	8.7%
Nonresident	1,720	2,226	2,442	29.4%	9.7%

*Simple average of tuition and required fees for full-time undergraduate students at public universities or for campus(es) or system indicated in parenthesis.

Sources: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, reports for 1984-85 and 1986-87 (Boulder, CO). Nebraska data provided by the University of Nebraska.

Table 6
Average Graduate Tuition and Required Fees, by State*

	1979-80	1984-85	1986-87	Percent Change 1979-80 to 1984-85	Percent Change 1984-85 to 1986-87
Alaska (Fairbanks)					
Resident	$704	$1,318	$1,670	87.2%	26.7%
Nonresident	1,340	2,398	3,020	79.0%	25.9%
Arizona (ASU, UA, UNA)					
Resident	587	950	1,136	61.8%	19.6%
Nonresident	2,222	3,533	4,071	59.0%	15.2%
California					
Resident (CSU)	204	694	680	240.2%	-2.0%
Nonresident (CSU)	2,056	4,204	4,910	104.5%	16.8%
Resident (UC)	786	1,369	1,385	74.2%	1.2%
Nonresident (UC)	3,185	4,933	5,471	54.9%	10.9%
Colorado (CU, CSU)					
Resident	876	1,593	1,983	81.8%	24.5%
Nonresident	3,179	5,129	5,768	61.3%	12.5%
Hawaii (Manoa)					
Resident	579	1,056	1,166	82.4%	10.4%
Nonresident	1,404	3,716	4,076	164.7%	9.7%
Idaho (BSU, ISU, UI)					
Resident	560	1,316	1,372	135.0%	4.3%
Nonresident	1,993	3,250	3,305	63.1%	1.7%
Montana (MSU, UM)					
Resident	600	910	1,256	51.7%	38.0%
Nonresident	1,968	2,602	3,074	32.2%	18.1%
Nebraska (UNL)					
Resident	576	1,128	1,428	95.8%	26.6%
Nonresident	1,560	2,688	3,402	72.3%	26.6%
Nevada (UN)					
Resident	376	656	656	74.5%	0.0%
Nonresident	1,876	2,856	2,856	52.2%	0.0%
New Mexico (NMSU, UNM)					
Resident	638	843	1,023	32.1%	21.4%
Nonresident	1,881	2,811	3,677	49.4%	30.8%
North Dakota (NDSU, UND)					
Resident	747	1,188	1,410	59.0%	18.7%
Nonresident	1,515	2,238	2,796	47.7%	24.9%
Oregon (OSU, PSU, UO)					
Resident	1,290	2,085	2,159	61.6%	3.5%
Nonresident	2,205	3,333	3,452	51.2%	3.6%
Utah (USU, UU)					
Resident	672	822	999	22.3%	21.5%
Nonresident	1,760	2,250	2,589	27.8%	15.1%
Washington (UW, WSU)					
Resident	771	1,890	2,319	145.1%	22.7%
Nonresident	2,736	4,692	5,775	71.5%	23.1%
Wyoming (UW)					
Resident	434	716	778	65.0%	8.7%
Nonresident	1,720	2,226	2,442	29.4%	9.7%

*Simple average of tuition and required fees for full-time graduate students at public universities or for campus(es) or system indicated in parenthesis.

Sources: Western Interstate Commission for Higher Education, Tuition and Fees in Public Higher Education in the West, report for 1984-85 and 1986-87 (Boulder, CO). Nebraska data provided by the University of Nebraska.

NONRESIDENT TUITION AND STUDENT MOBILITY

Students in the West are relatively mobile with respect to seeking higher education outside of their home states. Geography, the cultural affinity of many western states, and the limitations in terms of the program options within the less-populous states all contribute to the yearly movement between states. Student mobility is predominantly at the undergraduate level, and most outmigrating students from western states remain within the region to attend school rather than attending institutions in other areas of the country.

In recent years, however, student mobility has decreased significantly. Specifically, the number of outmigrating "first-time" students (i.e., at the point of first enrollment or first-year enrollment in a program or institution) decreased by over 11 percent between 1979 and 1984 (Table 8A). The number of inmigrating first-time students (i.e., nonresident first-time students at western institutions, excluding foreign students) decreased by 29 percent during this period.

Among the important factors that have contributed to these decreases in student mobility are the sharp increases in nonresident student tuition and the related restrictions on out-of-state students that have been imposed in recent years. As indicated in Tables 5 and 6, large increases in nonresident tuition and required fees occurred between 1979 and 1984 in all western states. These increases ranged from approximately 30 percent to well over 100 percent.

Table 7 summarizes the current status of nonresident tuition in the western states. In 1986-87 undergraduate nonresident student charges vary from $2,442 in Wyoming to $5,749 in Colorado. The simple average of nonresident charges is $3,728, Average tuition and fee charges for nonresident students vary from 2.1 times greater that resident student charges to a high of seven times greater, with a simple average of 3.3 times greater. Policies or state statutes in six of the western states require that this ratio be maintained, either directly by specifying a relationship between resident and nonresident charges or indirectly by linking tuition levels to the cost of education.

The appendix provides more detail on state policies for resident and nonresident tuition. For each western state, the appendix identifies (1) the authority (governing board, etc.) responsible for setting tuition rates and defining resident status, (2) the basic requirements for student residency status, (3) the relationship of nonresident to resident tuition or to the cost of education, and any policies affecting this relationship, and (4) any special exemptions to the residency requirements.[1] Exemptions or exceptions related to WICHE programs or other regional or bilateral agreements discussed earlier are excluded from this overview.

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[1]A more complete description of state tuition policies and student residency requirements is available in Tuition and Fees in Public Higher Education in the West, 1986-87 (Western Interstate Commission for Higher Education, Boulder, CO, 1987).

Table 7
Average Nonresident Tuition and Fees at
Public Four-Year Institutions

State	Nonresident Student Charges 1986-87	Ratio of Resident to Nonresident Charges	Policy or Statutory Guidelines for Setting Nonresident Tuition
Alaska	$2,840	1: 2.2	No
Arizona	4,260	1: 3.7	Yes
California	4,910-5,429	1:4 to 1:7	Yes
Colorado	5,749	1: 4.4	Yes
Hawaii	3,430	1: 3.4	No
Idaho	2,971	1: 2.9	No
Montana	3,074	1: 2.4	No
Nebraska	3,570	1: 2.7	No
Nevada	3,280	1: 3	No
New Mexico	3,084	1: 3	No
North Dakota	2,193	1: 2.1	Yes
Oregon	4,181	1: 2.8	No
Utah	3,781	1: 3.2	Yes
Washington	4,461	1: 3	Yes
Wyoming	2,442	1: 3.1	No
Simple Average	3,728	1: 3.3	---

Note: Student charges are state averages for tuition and required fees for a full-time nonresident student at public four-year institutions. Ratios are estimates based on current charges or specified in-state policies.

Table 8A provides data on student migration into and out of the western states in 1979 and 1984. The total number of students leaving a western state to enroll for the first time in an institution or program in another state decreased from 86,773 in 1979 to 76,957 in 1984, an 11.3 percent decrease. The total number of students coming into a western state to enroll for the first time decreased from 112,407 in 1979 to 79,781 in 1984, a 29.0 percent decrease. In both cases the numbers exclude students enrolled beyond the first year of a program.

Table 8B shows student mobility by level for the western region in 1984. Approximately 75 percent of the students leaving their home states were at the undergraduate level; 14 percent were graduate-level students, and 6 percent were seeking first professional degrees. The remaining 5 percent were unclassified students. Among students inmigrating to the western states, 79 percent were undergraduates, 12 percent graduates, and 4 percent first professional, with the remainder unclassified. Table 8C shows student mobility in the western region by type of institution. Among students leaving their home states, an almost equal number went to public and private institutions. Students coming into western states attended primarily public institutions, reflecting the higher proportion of public institutions in the West.

Tables 9 through 23 display the data on student mobility for each of the western states individually. Section A shows changes in total outmigrants and inmigrants between 1979 and 1984. Section B shows the level of "first-time student" enrollment for outmigrants and inmigrants in 1984. Section C shows the breakdown of public and private institution enrollments for 1984. The preponderance of student migration within the West is with other western states, as indicated in Section A tables. All tables show the numbers of students moving into or out of each western state from other individual western states.

Table 8. Western Region

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

WESTERN REGION	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	2,624	2,660	403	424
ARIZONA	5,981	4,674	12,272	12,625
CALIFORNIA	26,164	24,384	38,327	20,326
COLORADO	7,716	8,210	10,957	8,842
HAWAII	3,653	2,867	1,909	1,833
IDAHO	3,896	3,007	5,139	3,633
MONTANA	2,826	2,326	1,946	1,493
NEBRASKA	4,134	3,690	4,039	3,786
NEVADA	3,314	2,257	1,514	914
NEW MEXICO	5,005	3,896	3,168	3,529
NORTH DAKOTA	2,648	2,110	2,612	2,912
OREGON	6,291	5,219	8,605	6,126
UTAH	2,306	2,315	8,281	6,456
WASHINGTON	8,437	7,791	12,036	5,683
WYOMING	1,778	1,551	1,199	1,199
TOTAL WESTERN REGION	86,773	76,957	112,407	79,781

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 8. Western Region (continued)

B. Student Migration by Level--1984**

WESTERN REGION	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	2,210	243	115	319	28	0
ARIZONA	3,295	577	294	10,573	1,768	46
CALIFORNIA	17,409	4,004	1,603	14,587	2,929	1,420
COLORADO	6,229	1,305	361	7,360	907	444
HAWAII	2,345	252	161	1,572	187	5
IDAHO	2,496	252	118	3,367	133	26
MONTANA	1,787	281	129	1,277	136	7
NEBRASKA	2,841	501	209	2,925	439	192
NEVADA	1,837	150	146	811	61	6
NEW MEXICO	3,038	432	212	2,311	314	32
NORTH DAKOTA	1,611	265	95	2,710	139	36
OREGON	4,059	699	220	4,240	817	436
UTAH	1,572	403	222	5,985	347	68
WASHINGTON	5,696	1,076	416	3,937	985	261
WYOMING	1,237	157	65	1,055	89	11
TOTAL	57,662	10,597	4,366	63,029	9,279	2,990

C. Student Migration by Sector--1984**

WESTERN REGION	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	1,744	916	396	28
ARIZONA	2,150	2,524	9,142	3,483
CALIFORNIA	11,340	13,044	11,835	8,491
COLORADO	3,654	4,556	7,146	1,696
HAWAII	1,367	1,500	744	1,089
IDAHO	1,645	1,362	1,291	2,342
MONTANA	1,254	1,072	1,232	261
NEBRASKA	2,254	1,436	1,959	1,827
NEVADA	1,308	949	876	38
NEW MEXICO	2,398	1,498	3,309	220
NORTH DAKOTA	1,468	642	2,634	278
OREGON	2,484	2,735	3,875	2,251
UTAH	1,198	1,117	2,057	4,399
WASHINGTON	3,578	4,213	3,806	1,877
WYOMING	985	566	1,199	0
TOTAL	38,827	38,130	51,501	28,280

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 9. Alaska

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

ALASKA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ARIZONA	111	191	3	6
CALIFORNIA	295	273	105	49
COLORADO	95	114	11	32
HAWAII	106	120	9	4
IDAHO	109	102	6	6
MONTANA	43	78	6	5
NEBRASKA	7	8	2	3
NEVADA	4	14	2	4
NEW MEXICO	23	24	0	3
NORTH DAKOTA	10	10	4	2
OREGON	337	409	49	20
UTAH	73	62	2	3
WASHINGTON	842	549	66	43
WYOMING	9	11	4	4
SUBTOTAL	2,064	1,965	269	184
OTHER STATES	560	695	134	240
TOTAL	2,624	2,660	403	424

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 9. Alaska (continued)

B. Student Migration by Level--1984**

ALASKA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ARIZONA	176	10	4	4	1	0
CALIFORNIA	228	20	19	42	4	0
COLORADO	98	2	13	13	1	0
HAWAII	108	9	1	4	0	0
IDAHO	102	0	0	5	1	0
MONTANA	70	5	1	5	0	0
NEBRASKA	6	1	1	2	0	0
NEVADA	14	0	0	4	0	0
NEW MEXICO	20	1	1	3	0	0
NORTH DAKOTA	10	0	0	2	0	0
OREGON	362	24	18	20	0	0
UTAH	59	3	0	3	0	0
WASHINGTON	465	38	23	26	2	0
WYOMING	7	3	1	4	0	0
SUBTOTAL	1,725	116	82	137	9	0
OTHER STATES	485	127	33	182	19	0
TOTAL	2,210	243	115	319	28	0

C. Student Migration by Sector--1984**

ALASKA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ARIZONA	189	2	6	0
CALIFORNIA	122	151	45	4
COLORADO	98	16	30	2
HAWAII	68	52	4	0
IDAHO	62	40	6	0
MONTANA	68	10	5	0
NEBRASKA	7	1	2	1
NEVADA	14	0	4	0
NEW MEXICO	20	4	3	0
NORTH DAKOTA	3	7	1	1
OREGON	283	126	16	4
UTAH	27	35	3	0
WASHINGTON	402	147	37	6
WYOMING	11	0	4	0
SUBTOTAL	1,374	591	166	18
OTHER STATES	370	325	230	10
TOTAL	1,744	916	396	28

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 10. Arizona

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

ARIZONA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	3	6	111	191
CALIFORNIA	2,118	1,277	1,724	3,671
COLORADO	291	250	413	1,220
HAWAII	26	37	55	75
IDAHO	145	108	66	102
MONTANA	25	13	69	76
NEBRASKA	43	35	130	135
NEVADA	47	21	195	226
NEW MEXICO	169	262	697	562
NORTH DAKOTA	12	4	67	41
OREGON	141	72	142	299
UTAH	525	323	155	354
WASHINGTON	188	84	179	370
WYOMING	8	11	74	64
SUBTOTAL	3,741	2,503	4,077	7,386
OTHER STATES	2,240	2,171	8,195	5,239
TOTAL	5,981	4,674	12,272	12,625

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

**Arziona inmigrants for 1984 include more than 2,000 students registered at the University of Phoenix. A large proportion of these students are from states where the University of Phoenix operates branch campuses. It appears that many of these students were counted as inmigrants, although they may be taking classes in their home states.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 10. Arizona (continued)

B. Student Migration by Level--1984**

ARIZONA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	4	1	0	176	10	4
CALIFORNIA	928	128	83	3,041	550	22
COLORADO	206	19	25	835	369	1
HAWAII	33	4	0	63	10	1
IDAHO	104	1	1	87	12	1
MONTANA	11	2	0	62	13	1
NEBRASKA	26	3	5	118	15	1
NEVADA	19	2	0	212	8	1
NEW MEXICO	161	16	1	528	25	2
NORTH DAKOTA	3	1	0	31	7	0
OREGON	51	10	9	279	18	0
UTAH	308	15	0	265	81	0
WASHINGTON	51	15	12	331	30	1
WYOMING	9	2	0	59	4	0
SUBTOTAL	1,914	219	136	6,087	1,152	35
OTHER STATES	1,381	358	158	4,486	616	11
TOTAL	3,295	577	294	10,573	1,768	46

C. Student Migration by Sector--1984**

ARIZONA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	6	0	189	2
CALIFORNIA	526	751	1,641	2,030
COLORADO	208	42	566	654
HAWAII	13	24	71	4
IDAHO	12	96	79	23
MONTANA	10	3	69	7
NEBRASKA	16	19	131	4
NEVADA	21	0	202	24
NEW MEXICO	243	19	487	75
NORTH DAKOTA	2	2	41	0
OREGON	34	38	218	81
UTAH	56	267	174	180
WASHINGTON	50	34	230	140
WYOMING	11	0	63	1
SUBTOTAL	1,208	1,295	4,161	3,225
OTHER STATES	942	1,229	4,981	258
TOTAL	2,150	2,524	9,142	3,483

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 11. California

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

CALIFORNIA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	105	49	295	273
ARIZONA	1,724	3,671	2,118	1,277
COLORADO	1,384	1,204	1,043	858
HAWAII	355	407	1,232	902
IDAHO	843	589	306	250
MONTANA	180	112	252	149
NEBRASKA	203	187	290	186
NEVADA	570	502	1,475	765
NEW MEXICO	324	437	742	380
NORTH DAKOTA	55	26	140	98
OREGON	2,131	1,388	1,495	1,210
UTAH	1,888	1,612	479	456
WASHINGTON	2,526	1,009	2,275	1,417
WYOMING	94	62	117	77
SUBTOTAL	12,432	11,255	12,259	8,298
OTHER STATES	13,732	13,129	26,668	12,028
TOTAL	26,164	24,384	38,927	20,326

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 11. California (continued)

B. Student Migration by Level--1984**

CALIFORNIA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	42	4	0	228	20	19
ARIZONA	3,041	550	22	928	128	83
COLORADO	1,031	127	31	650	98	79
HAWAII	351	38	0	760	57	70
IDAHO	568	16	3	198	22	20
MONTANA	96	8	1	114	19	10
NEBRASKA	139	16	24	117	33	17
NEVADA	454	17	1	593	39	76
NEW MEXICO	322	35	2	279	53	14
NORTH DAKOTA	20	3	3	59	19	13
OREGON	1,044	145	83	979	125	61
UTAH	1,526	62	19	318	64	53
WASHINGTON	674	229	24	1,022	177	97
WYOMING	54	5	1	61	8	4
SUBTOTAL	9,362	1,255	214	6,306	862	616
OTHER STATES	8,047	2,749	1,389	8,281	2,067	804
TOTAL	17,409	4,004	1,603	14,587	2,929	1,420

C. Student Migration by Sector--1984**

CALIFORNIA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	45	4	122	151
ARIZONA	1,641	2,030	526	751
COLORADO	1,024	180	413	445
HAWAII	162	245	359	543
IDAHO	178	411	152	98
MONTANA	87	25	80	69
NEBRASKA	93	94	125	61
NEVADA	475	27	358	407
NEW MEXICO	397	40	212	168
NORTH DAKOTA	22	4	69	29
OREGON	962	457	591	619
UTAH	444	1,168	314	142
WASHINGTON	664	345	537	880
WYOMING	62	0	40	37
SUBTOTAL	6,225	5,030	3,898	4,400
OTHER STATES	5,115	8,014	7,937	4,091
TOTAL	11,340	13,044	11,835	8,491

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 12. Colorado

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

COLORADO	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	11	32	95	114
ARIZONA	413	1,220	291	250
CALIFORNIA	1,043	858	1,384	1,204
HAWAII	44	33	158	145
IDAHO	174	162	77	74
MONTANA	98	76	121	87
NEBRASKA	354	359	281	218
NEVADA	42	23	74	88
NEW MEXICO	183	190	441	398
NORTH DAKOTA	30	13	56	46
OREGON	195	305	124	141
UTAH	388	309	80	107
WASHINGTON	301	179	176	142
WYOMING	188	199	174	143
SUBTOTAL	3,464	3,958	3,532	3,157
OTHER STATES	4,252	4,252	7,425	5,685
TOTAL	7,716	8,210	10,957	8,842

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 12. Colorado (continued)

B. Student Migration by Level--1984**

COLORADO	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	13	1	0	98	2	13
ARIZONA	835	369	1	206	19	25
CALIFORNIA	650	98	79	1,031	127	31
HAWAII	22	7	1	134	7	4
IDAHO	154	5	2	53	18	3
MONTANA	64	9	2	61	13	12
NEBRASKA	316	18	20	173	25	15
NEVADA	20	2	1	74	6	7
NEW MEXICO	135	18	2	321	21	28
NORTH DAKOTA	12	1	0	31	13	2
OREGON	218	43	30	114	19	4
UTAH	290	14	2	81	6	14
WASHINGTON	111	43	7	123	13	6
WYOMING	183	13	2	111	14	13
SUBTOTAL	3,023	641	149	2,611	303	177
OTHER STATES	3,206	664	212	4,749	604	267
TOTAL	6,229	1,305	361	7,360	907	444

C. Student Migration by Sector--1984**

COLORADO	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	30	2	98	16
ARIZONA	566	654	208	42
CALIFORNIA	413	445	1,024	180
HAWAII	21	12	121	24
IDAHO	42	120	57	17
MONTANA	59	17	64	23
NEBRASKA	128	231	170	48
NEVADA	23	0	77	11
NEW MEXICO	174	16	336	62
NORTH DAKOTA	7	6	32	14
OREGON	219	86	105	36
UTAH	115	194	96	11
WASHINGTON	113	66	107	35
WYOMING	199	0	123	20
SUBTOTAL	2,109	1,849	2,618	539
OTHER STATES	1,545	2,707	4,528	1,157
TOTAL	3,654	4,556	7,146	1,696

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 13. Hawaii

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

HAWAII	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	9	4	106	120
ARIZONA	55	75	26	37
CALIFORNIA	1,232	902	355	407
COLORADO	158	145	44	33
IDAHO	50	20	14	49
MONTANA	8	14	18	16
NEBRASKA	40	30	16	13
NEVADA	14	7	11	20
NEW MEXICO	22	21	18	16
NORTH DAKOTA	3	0	9	5
OREGON	440	314	55	47
UTAH	210	50	15	83
WASHINGTON	425	306	71	94
WYOMING	3	6	2	2
SUBTOTAL	2,669	1,894	760	942
OTHER STATES	984	973	1,149	891
TOTAL	3,653	2,867	1,909	1,833

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 13. Hawaii (continued)

B. Student Migration by Level--1984**

HAWAII	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	4	0	0	108	9	1
ARIZONA	63	10	1	33	4	0
CALIFORNIA	760	57	70	351	38	0
COLORADO	134	7	4	22	7	1
IDAHO	18	0	0	45	3	0
MONTANA	13	1	0	15	1	0
NEBRASKA	25	1	3	13	0	0
NEVADA	7	0	0	17	1	0
NEW MEXICO	18	1	0	16	0	0
NORTH DAKOTA	0	0	0	4	1	0
OREGON	249	10	18	33	12	0
UTAH	47	3	0	79	2	0
WASHINGTON	273	10	10	81	9	0
WYOMING	4	0	0	2	0	0
SUBTOTAL	1,615	100	106	819	87	2
OTHER STATES	730	152	55	753	100	3
TOTAL	2,345	252	161	1,572	187	5

C. Student Migration by Sector--1984**

HAWAII	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	4	0	68	52
ARIZONA	71	4	13	24
CALIFORNIA	359	543	162	245
COLORADO	121	24	21	12
IDAHO	9	11	6	43
MONTANA	11	3	4	12
NEBRASKA	7	23	4	9
NEVADA	7	0	7	13
NEW MEXICO	21	0	5	11
NORTH DAKOTA	0	0	3	2
OREGON	206	108	20	27
UTAH	8	42	7	76
WASHINGTON	206	100	37	57
WYOMING	6	0	0	2
SUBTOTAL	1,036	858	357	585
OTHER STATES	331	642	387	504
TOTAL	1,367	1,500	744	1,089

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 14. Idaho

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

IDAHO	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	6	6	109	102
ARIZONA	66	102	145	108
CALIFORNIA	306	250	844	589
COLORADO	77	74	176	162
HAWAII	14	49	50	20
MONTANA	61	124	233	204
NEBRASKA	29	18	44	15
NEVADA	50	15	196	153
NEW MEXICO	34	30	63	37
NORTH DAKOTA	4	4	29	10
OREGON	584	252	470	363
UTAH	975	1,058	559	366
WASHINGTON	1,167	491	732	662
WYOMING	12	17	167	100
SUBTOTAL	3,385	2,490	3,817	2,891
OTHER STATES	511	517	1,322	742
TOTAL	3,896	3,007	5,139	3,633

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 14. Idaho (continued)

B. Student Migration by Level--1984**

IDAHO	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	5	1	0	102	0	0
ARIZONA	87	12	1	104	1	1
CALIFORNIA	198	22	20	568	16	3
COLORADO	53	18	3	154	5	2
HAWAII	45	3	0	18	0	0
MONTANA	115	3	1	199	3	1
NEBRASKA	14	2	2	14	1	0
NEVADA	11	4	0	140	3	0
NEW MEXICO	17	2	0	32	0	1
NORTH DAKOTA	4	0	0	7	1	2
OREGON	211	20	6	345	12	0
UTAH	998	23	14	357	4	5
WASHINGTON	367	45	43	586	21	4
WYOMING	16	1	0	100	0	0
SUBTOTAL	2,141	156	90	2,726	67	19
OTHER STATES	355	96	28	641	66	7
TOTAL	2,496	252	118	3,367	133	26

C. Student Migration by Sector--1984**

IDAHO	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	6	0	62	40
ARIZONA	79	23	12	96
CALIFORNIA	152	98	178	411
COLORADO	57	17	42	120
HAWAII	6	43	9	11
MONTANA	92	32	88	116
NEBRASKA	10	8	3	12
NEVADA	15	0	96	57
NEW MEXICO	28	2	10	27
NORTH DAKOTA	0	4	8	2
OREGON	166	86	141	222
UTAH	440	618	21	345
WASHINGTON	303	188	342	320
WYOMING	17	0	18	82
SUBTOTAL	1,371	1,119	1,030	1,861
OTHER STATES	274	243	261	481
TOTAL	1,645	1,362	1,291	2,342

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 15. Montana

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

MONTANA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	6	5	43	78
ARIZONA	69	76	25	13
CALIFORNIA	252	149	180	112
COLORADO	121	87	98	76
HAWAII	18	16	8	14
IDAHO	233	204	61	124
NEBRASKA	44	17	21	16
NEVADA	27	5	26	22
NEW MEXICO	30	33	22	9
NORTH DAKOTA	173	144	83	43
OREGON	223	185	53	87
UTAH	107	92	18	14
WASHINGTON	237	302	156	180
WYOMING	99	125	154	139
SUBTOTAL	1,639	1,440	948	927
OTHER STATES	1,187	886	998	566
TOTAL	2,826	2,326	1,946	1,493

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 15. Montana (continued)

B. Student Migration by Level--1984**

MONTANA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	5	0	0	70	5	1
ARIZONA	62	13	1	11	2	0
CALIFORNIA	114	19	10	96	8	1
COLORADO	61	13	12	64	9	2
HAWAII	15	1	0	13	1	0
IDAHO	199	3	1	115	3	1
NEBRASKA	14	2	1	9	4	0
NEVADA	2	2	1	21	1	0
NEW MEXICO	5	3	6	8	0	0
NORTH DAKOTA	138	3	2	37	4	0
OREGON	111	40	14	79	6	0
UTAH	81	6	5	10	2	0
WASHINGTON	210	30	31	168	8	0
WYOMING	116	6	0	114	2	1
SUBTOTAL	1,133	141	84	815	55	6
OTHER STATES	654	140	45	462	81	1
TOTAL	1,787	281	129	1,277	136	7

C. Student Migration by Sector--1984**

MONTANA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	5	0	68	10
ARIZONA	69	7	10	3
CALIFORNIA	80	69	87	25
COLORADO	64	23	59	17
HAWAII	4	12	11	3
IDAHO	88	116	92	32
NEBRASKA	7	10	12	4
NEVADA	5	0	13	9
NEW MEXICO	33	0	8	1
NORTH DAKOTA	103	41	39	4
OREGON	106	79	66	21
UTAH	38	54	9	5
WASHINGTON	176	126	129	51
WYOMING	125	0	104	35
SUBTOTAL	903	537	707	220
OTHER STATES	351	535	525	41
TOTAL	1,254	1,072	1,232	261

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 16. Nebraska

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

NEBRASKA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	2	3	7	8
ARIZONA	130	135	43	35
CALIFORNIA	290	186	203	187
COLORADO	281	218	354	359
HAWAII	16	13	40	30
IDAHO	44	123	29	206
MONTANA	21	16	44	17
NEVADA	7	4	2	8
NEW MEXICO	19	38	28	18
NORTH DAKOTA	16	33	70	44
OREGON	49	22	17	25
UTAH	16	23	13	21
WASHINGTON	55	28	35	27
WYOMING	137	153	140	140
SUBTOTAL	1,083	995	1,025	1,125
OTHER STATES	3,051	2,695	3,014	2,661
TOTAL	4,134	3,690	4,039	3,786

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 16. Nebraska (continued)

B. Student Migration by Level--1984**

NEBRASKA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	2	0	0	6	1	1
ARIZONA	118	15	1	26	3	5
CALIFORNIA	117	33	17	139	16	24
COLORADO	173	25	15	316	18	20
HAWAII	13	0	0	25	1	3
IDAHO	14	1	0	14	2	2
MONTANA	9	4	0	14	2	1
NEVADA	3	1	0	4	0	3
NEW MEXICO	26	3	0	14	3	0
NORTH DAKOTA	30	3	0	25	12	4
OREGON	11	4	5	19	6	0
UTAH	20	3	0	4	2	12
WASHINGTON	13	7	2	16	2	4
WYOMING	143	2	0	107	11	16
SUBTOTAL	692	101	40	729	79	95
OTHER STATES	2,149	400	169	2,196	360	97
TOTAL	2,841	501	209	2,925	439	192

C. Student Migration by Sector--1984**

NEBRASKA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	2	1	7	1
ARIZONA	131	4	16	19
CALIFORNIA	125	61	93	94
COLORADO	170	48	128	231
HAWAII	4	9	7	23
IDAHO	3	12	10	8
MONTANA	12	4	7	10
NEVADA	4	0	4	4
NEW MEXICO	34	4	7	11
NORTH DAKOTA	16	17	23	21
OREGON	11	11	14	11
UTAH	8	15	16	5
WASHINGTON	23	5	15	12
WYOMING	153	0	86	54
SUBTOTAL	696	191	433	504
OTHER STATES	1,558	1,245	1,526	1,323
TOTAL	2,254	1,436	1,959	1,827

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 17. Nevada

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

NEVADA	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	2	4	4	14
ARIZONA	195	226	47	21
CALIFORNIA	1,475	765	570	502
COLORADO	74	88	42	23
HAWAII	11	20	14	7
IDAHO	197	153	50	15
MONTANA	26	22	27	5
NEBRASKA	6	8	8	4
NEW MEXICO	17	36	10	8
NORTH DAKOTA	2	4	7	2
OREGON	303	87	26	30
UTAH	473	282	85	11
WASHINGTON	58	48	37	22
WYOMING	13	7	14	2
SUBTOTAL	2,852	1,750	941	666
OTHER STATES	462	507	573	248
TOTAL	3,314	2,257	1,514	914

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 17. Nevada (continued)

B. Student Migration by Level--1984**

NEVADA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	4	0	0	14	0	0
ARIZONA	212	8	1	19	2	0
CALIFORNIA	593	39	76	454	17	1
COLORADO	74	6	7	20	2	1
HAWAII	17	1	0	7	0	0
IDAHO	140	3	0	11	4	0
MONTANA	22	1	0	2	2	1
NEBRASKA	4	0	3	3	1	0
NEW MEXICO	21	6	0	6	1	0
NORTH DAKOTA	2	0	2	2	0	0
OREGON	66	8	10	27	3	0
UTAH	269	10	2	7	2	2
WASHINGTON	36	5	1	18	2	1
WYOMING	5	1	0	2	0	0
SUBTOTAL	1,465	88	102	592	36	6
OTHER STATES	372	62	44	219	25	0
TOTAL	1,837	150	146	811	61	6

C. Student Migration by Sector--1984**

NEVADA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	4	0	14	0
ARIZONA	202	24	21	0
CALIFORNIA	358	407	475	27
COLORADO	77	11	23	0
HAWAII	7	13	7	0
IDAHO	96	57	15	0
MONTANA	13	9	5	0
NEBRASKA	4	4	4	0
NEW MEXICO	35	1	8	0
NORTH DAKOTA	4	0	2	0
OREGON	53	34	29	1
UTAH	137	145	10	1
WASHINGTON	36	12	21	1
WYOMING	7	0	2	0
SUBTOTAL	1,033	717	636	30
OTHER STATES	275	232	240	8
TOTAL	1,308	949	876	38

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 18. New Mexico

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

NEW MEXICO	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	0	3	23	24
ARIZONA	697	562	169	262
CALIFORNIA	742	380	324	437
COLORADO	441	398	183	190
HAWAII	18	16	22	21
IDAHO	63	37	34	30
MONTANA	22	9	30	33
NEBRASKA	28	18	19	38
NEVADA	10	8	17	36
NORTH DAKOTA	6	6	10	15
OREGON	87	31	34	42
UTAH	171	81	20	37
WASHINGTON	76	36	43	63
WYOMING	14	17	13	25
SUBTOTAL	2,375	1,602	941	1,253
OTHER STATES	2,630	2,294	2,227	2,276
TOTAL	5,005	3,896	3,168	3,529

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979. Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 18. New Mexico (continued)

B. Student Migration by Level--1984**

NEW MEXICO	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	3	0	0	20	1	1
ARIZONA	528	25	2	161	16	1
CALIFORNIA	279	53	14	322	35	2
COLORADO	321	21	28	135	18	2
HAWAII	16	0	0	18	1	0
IDAHO	32	0	1	17	2	0
MONTANA	8	0	0	5	3	6
NEBRASKA	14	3	0	26	3	0
NEVADA	6	1	0	22	6	0
NORTH DAKOTA	5	0	1	12	2	0
OREGON	24	4	1	27	7	0
UTAH	76	4	1	21	7	0
WASHINGTON	20	5	1	41	10	0
WYOMING	14	1	1	15	3	2
SUBTOTAL	1,346	117	50	842	114	14
OTHER STATES	1,692	315	162	1,469	200	18
TOTAL	3,038	432	212	2,311	314	32

C. Student Migration by Sector--1984**

NEW MEXICO	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	3	0	20	4
ARIZONA	487	75	243	19
CALIFORNIA	212	68	397	40
COLORADO	336	62	174	16
HAWAII	5	11	21	0
IDAHO	10	27	28	2
MONTANA	8	1	33	0
NEBRASKA	7	11	34	4
NEVADA	8	0	35	1
NORTH DAKOTA	6	0	15	0
OREGON	18	13	40	2
UTAH	17	64	35	2
WASHINGTON	27	9	58	5
WYOMING	17	0	24	1
SUBTOTAL	1,161	441	1,157	96
OTHER STATES	1,237	1,057	2,152	124
TOTAL	2,398	1,498	3,309	220

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 19. North Dakota

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

NORTH DAKOTA	Outmigrants 1979	Outmigrants 1984	Immigrants 1979	Immigrants 1984
ALASKA	4	2	10	10
ARIZONA	67	41	12	4
CALIFORNIA	140	98	55	26
COLORADO	56	46	30	13
HAWAII	9	5	3	0
IDAHO	29	10	4	4
MONTANA	83	43	173	144
NEBRASKA	70	44	16	33
NEVADA	7	2	2	4
NEW MEXICO	10	15	6	6
OREGON	42	56	5	11
UTAH	17	11	6	2
WASHINGTON	69	31	22	12
WYOMING	14	19	22	17
SUBTOTAL	617	423	366	286
OTHER STATES	2,031	1,687	2,246	2,626
TOTAL	2,648	2,110	2,612	2,912

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 19. North Dakota (continued)

B. Student Migration by Level--1984**

NORTH DAKOTA	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	2	0	0	10	0	0
ARIZONA	31	7	0	3	1	0
CALIFORNIA	59	19	13	20	3	3
COLORADO	31	3	2	12	1	0
HAWAII	[illegible]	1	0	0	0	0
IDAHO	7	1	2	4	0	0
MONTANA	37	4	0	138	3	2
NEBRASKA	25	12	4	30	3	0
NEVADA	2	0	0	2	0	2
NEW MEXICO	12	2	0	5	0	1
OREGON	39	8	2	11	0	0
UTAH	11	0	0	1	1	0
WASHINGTON	20	9	0	11	1	0
WYOMING	14	2	2	16	1	0
SUBTOTAL	294	78	25	263	14	8
OTHER STATES	1,317	187	70	2,447	125	28
TOTAL	1,611	265	95	2,710	139	36

C. Student Migration by Sector--1984**

NORTH DAKOTA	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	1	1	3	7
ARIZONA	41	0	2	2
CALIFORNIA	69	29	22	4
COLORADO	32	14	7	6
HAWAII	3	2	0	0
IDAHO	8	2	0	4
MONTANA	39	4	103	41
NEBRASKA	23	21	16	17
NEVADA	2	0	4	0
NEW MEXICO	15	0	6	0
OREGON	50	6	5	6
UTAH	2	9	2	0
WASHINGTON	19	12	7	5
WYOMING	19	0	13	4
SUBTOTAL	323	100	190	96
OTHER STATES	1,145	542	2,444	182
TOTAL	1,468	642	2,634	278

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 20. Oregon

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

OREGON	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	49	20	337	409
ARIZONA	142	299	141	72
CALIFORNIA	1,495	1,210	2,181	1,388
COLORADO	124	141	195	305
HAWAII	55	47	440	314
IDAHO	470	363	584	252
MONTANA	53	87	223	185
NEBRASKA	17	25	49	22
NEVADA	26	30	303	87
NEW MEXICO	34	42	87	31
NORTH DAKOTA	5	11	42	56
UTAH	271	260	85	67
WASHINGTON	2,108	1,116	1,781	1,805
WYOMING	12	13	53	39
SUBTOTAL	4,861	3,664	6,501	5,032
OTHER STATES	1,430	1,555	2,104	1,094
TOTAL	6,291	5,219	8,605	6,126

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 20. Oregon (continued)

B. Student Migration by Level--1984**

OREGON	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	20	0	0	362	24	18
ARIZONA	279	18	0	51	10	9
CALIFORNIA	979	125	61	1,044	145	83
COLORADO	114	19	4	218	43	30
HAWAII	33	12	0	249	10	18
IDAHO	345	12	0	211	20	6
MONTANA	79	6	0	111	40	14
NEBRASKA	19	6	0	11	4	5
NEVADA	27	3	0	66	8	10
NEW MEXICO	27	7	0	24	4	1
NORTH DAKOTA	11	0	0	39	8	2
UTAH	251	8	1	31	14	16
WASHINGTON	895	99	44	1,292	231	95
WYOMING	11	1	1	27	4	3
SUBTOTAL	3,090	316	111	3,736	565	310
OTHER STATES	969	383	109	504	252	126
TOTAL	4,059	699	220	4,240	817	436

C. Student Migration by Sector--1984**

OREGON	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	16	4	283	126
ARIZONA	218	81	34	38
CALIFORNIA	591	619	931	457
COLORADO	105	36	219	86
HAWAII	20	27	206	108
IDAHO	141	222	166	86
MONTANA	66	21	106	79
NEBRASKA	14	11	11	11
NEVADA	29	1	53	34
NEW MEXICO	40	2	18	13
NORTH DAKOTA	5	6	50	6
UTAH	27	233	36	31
WASHINGTON	600	516	953	852
WYOMING	13	0	25	14
SUBTOTAL	1,885	1,779	3,091	1,941
OTHER STATES	599	956	784	310
TOTAL	2,484	2,735	3,875	2,251

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 21. Utah

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

UTAH	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	2	3	73	62
ARIZONA	155	354	525	323
CALIFORNIA	479	456	1,888	1,612
COLORADO	80	107	388	309
HAWAII	15	83	210	50
IDAHO	559	366	975	1,058
MONTANA	18	14	107	92
NEBRASKA	13	21	16	23
NEVADA	85	11	473	282
NEW MEXICO	20	37	171	81
NORTH DAKOTA	6	2	17	11
OREGON	85	67	271	260
WASHINGTON	173	74	482	397
WYOMING	9	16	268	252
SUBTOTAL	1,699	1,611	5,864	4,812
OTHER STATES	607	704	2,417	1,644
TOTAL	2,306	2,315	8,281	6,456

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 21. Utah (continued)

B. Student Migration by Level--1984**

UTAH	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	3	0	0	59	3	0
ARIZONA	265	81	0	308	15	0
CALIFORNIA	318	64	53	1,526	62	19
COLORADO	81	6	14	290	14	2
HAWAII	79	2	0	47	3	0
IDAHO	357	4	5	998	23	14
MONTANA	10	2	0	81	6	5
NEBRASKA	4	2	12	20	3	0
NEVADA	7	2	2	269	10	2
NEW MEXICO	21	7	0	76	4	1
NORTH DAKOTA	1	1	0	11	0	0
OREGON	31	14	16	251	8	1
WASHINGTON	36	26	7	380	15	1
WYOMING	14	1	0	212	18	9
SUBTOTAL	1,227	212	109	4,528	184	54
OTHER STATES	345	191	113	1,457	163	14
TOTAL	1,572	403	222	5,985	347	68

C. Student Migration by Sector--1984**

UTAH	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	3	0	27	35
ARIZONA	174	180	56	267
CALIFORNIA	314	142	444	1,168
COLORADO	96	11	115	194
HAWAII	7	76	8	42
IDAHO	21	345	440	618
MONTANA	9	5	38	54
NEBRASKA	16	5	8	15
NEVADA	10	1	137	145
NEW MEXICO	35	2	17	64
NORTH DAKOTA	2	0	2	9
OREGON	36	31	27	233
WASHINGTON	54	20	54	343
WYOMING	16	0	153	99
SUBTOTAL	793	818	1,526	3,286
OTHER STATES	405	299	531	1,113
TOTAL	1,198	1,117	2,057	4,399

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 22. Washington

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

WASHINGTON	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	66	43	842	549
ARIZONA	179	370	188	84
CALIFORNIA	2,275	1,417	2,526	1,009
COLORADO	176	142	301	179
HAWAII	71	94	425	306
IDAHO	711	662	1,167	491
MONTANA	156	180	537	302
NEBRASKA	35	27	55	28
NEVADA	37	22	58	48
NEW MEXICO	43	63	76	36
NORTH DAKOTA	22	12	69	31
OREGON	1,781	1,805	2,108	1,116
UTAH	482	397	173	74
WYOMING	6	23	52	37
SUBTOTAL	6,040	5,257	8,577	4,290
OTHER STATES	2,397	2,534	3,459	1,393
TOTAL	8,437	7,791	12,036	5,683

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 22. Washington (continued)

B. Student Migration by Level--1984**

WASHINGTON	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	26	2	0	465	38	23
ARIZONA	331	30	1	51	15	12
CALIFORNIA	1,022	177	97	674	229	24
COLORADO	123	13	6	111	43	7
HAWAII	81	9	0	273	10	10
IDAHO	586	21	4	367	45	43
MONTANA	168	8	0	210	30	31
NEBRASKA	16	2	4	13	7	2
NEVADA	18	2	1	36	5	1
NEW MEXICO	41	10	0	20	5	1
NORTH DAKOTA	11	1	0	20	9	0
OREGON	1,292	231	95	895	99	44
UTAH	380	15	1	36	26	7
WYOMING	16	6	1	24	8	2
SUBTOTAL	4,111	527	210	3,195	569	207
OTHER STATES	1,585	549	206	742	416	54
TOTAL	5,696	1,076	416	3,937	985	261

C. Student Migration by Sector--1984**

WASHINGTON	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	37	6	402	147
ARIZONA	230	140	50	34
CALIFORNIA	537	880	664	345
COLORADO	107	35	113	66
HAWAII	37	57	206	100
IDAHO	342	320	303	188
MONTANA	129	51	176	126
NEBRASKA	15	12	23	5
NEVADA	21	1	36	12
NEW MEXICO	58	5	27	9
NORTH DAKOTA	7	5	19	12
OREGON	953	852	600	516
UTAH	54	343	54	20
WYOMING	23	0	29	8
SUBTOTAL	2,550	2,707	2,702	1,588
OTHER STATES	1,028	1,506	1,104	289
TOTAL	3,578	4,213	3,806	1,877

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Table 23. Wyoming

A. Student Migration in Higher Education--1979 and 1984
State Residence of First-Time Students*

WYOMING	Outmigrants 1979	Outmigrants 1984	Inmigrants 1979	Inmigrants 1984
ALASKA	4	4	9	11
ARIZONA	74	64	8	11
CALIFORNIA	117	77	94	62
COLORADO	174	143	188	199
HAWAII	2	2	3	6
IDAHO	167	100	12	17
MONTANA	154	139	99	125
NEBRASKA	140	140	137	153
NEVADA	14	2	13	7
NEW MEXICO	13	25	14	17
NORTH DAKOTA	22	17	14	19
OREGON	53	39	12	13
UTAH	268	252	9	16
WASHINGTON	52	37	6	23
SUBTOTAL	1,254	1,041	618	679
OTHER STATES	524	510	581	520
TOTAL	1,778	1,551	1,199	1,199

*Students enrolled at the reporting institution for the first time at each of the following levels--undergraduate, graduate, first-professional degree, or unclassified. Includes full-time and part-time students enrolled in credit courses only. Excludes courses taken by mail, radio, or television. Data reflect state of residence at time student was admitted at each level. Students going to or coming from foreign countries and U.S. Territories are excluded.

Sources: National Center for Education Statistics, Residence and Migration of College Students, Fall 1979, Table 12, and unpublished data tables or computer tapes from the Higher Education General Information Survey (HEGIS XIX), "Residence and Migration of College Students, Fall 1984" provided by the Center for Statistics and the National Center for Higher Education Management Systems.

Data Reliability and Comparability: The HEGIS survey on Residence and Migration of College Students was redesigned in 1979 to establish a consistent data base for time-series analysis. An essentially identical survey instrument was used in 1979, 1981, and 1984. However, the reliability and comparability of the data are still in question, particularly for time-series analysis. (Data from 1981 are generally considered unusable).

Table 23. Wyoming (continued)

B. Student Migration by Level--1984**

WYOMING	Outmigrants: Undergraduate	Outmigrants: Graduate	Outmigrants: First Professional	Inmigrants: Undergraduate	Inmigrants: Graduate	Inmigrants: First Professional
ALASKA	4	0	0	7	3	1
ARIZONA	59	4	0	9	2	0
CALIFORNIA	61	8	4	54	5	1
COLORADO	111	14	13	183	13	2
HAWAII	2	0	0	4	0	0
IDAHO	100	0	0	16	1	0
MONTANA	114	2	1	116	6	0
NEBRASKA	107	11	16	143	2	0
NEVADA	2	0	0	5	1	0
NEW MEXICO	15	3	2	14	1	1
NORTH DAKOTA	16	1	0	14	2	2
OREGON	27	4	3	11	1	1
UTAH	212	18	9	14	1	0
WASHINGTON	24	8	2	16	6	1
SUBTOTAL	854	73	50	606	44	9
OTHER STATES	383	84	15	449	45	2
TOTAL	1,237	157	65	1,055	89	11

C. Student Migration by Sector--1984**

WYOMING	Outmigrants: Public Institutions	Outmigrants: Private Institutions	Inmigrants: Public Institutions	Inmigrants: Private Institutions
ALASKA	4	0	11	0
ARIZONA	63	1	11	0
CALIFORNIA	40	37	62	0
COLORADO	123	20	199	0
HAWAII	0	2	6	0
IDAHO	18	82	17	0
MONTANA	104	35	125	0
NEBRASKA	86	54	153	0
NEVADA	2	0	7	0
NEW MEXICO	24	1	17	0
NORTH DAKOTA	13	4	19	0
OREGON	25	14	13	0
UTAH	153	99	16	0
WASHINGTON	29	8	23	0
WYOMING				
SUBTOTAL	684	357	679	0
OTHER STATES	301	209	520	0
TOTAL	985	566	1,199	0

**Includes first-time students only as defined on "A" series tables. "B" series tables exclude unclassified students.

Appendix

State Policies for Resident/Nonresident Tuition Status

ALASKA

Authority to set policies and rates:
Board of Regents under state constitution.

Basic requirement for state residency status:
One year of continuous residency in Alaska, with intention to remain in the state indefinitely.

Ratio of resident to nonresident tuition or to cost of instruction:
Nonresident tuition must be higher than resident tuition, but no specific ratio is provided in policies. As of 1986-87, nonresident tuition and fees are approximately 2.2 times resident charges (1: 2.2).

Special exemptions:
Military personnel on active duty in Alaska and their dependents.

Citizens of the Yukon Territory and the Northwest Territories of Canada.

ARIZONA

Authority to set policies and rates:
Arizona Board of Regents for universities and the State Board of Directors for Community Colleges under state statutes.

Basic requirement for state residency status:
Dependents of Arizona residents. Individuals domiciled in the state for at least one year prior to registration, excluding period as student, and emancipated from parental support.

Ratio of resident to nonresident tuition or to cost of instruction:
Nonresident tuition indexed to cost of education as defined in state statutes: University of Arizona and Arizona State University, 77 percent of cost of education; Northern Arizona University, 68 percent of cost of education. Resident tuition is set at 20 percent of cost of education, for an approximate ratio of 1 to 3.7 (1: 3.7). Community colleges are not subject to statutory ratios.

Special exemptions:
Dependents of military personnel on active duty in Arizona.

Nonresident tuition for graduate students often waived as part of compensation for assistantships.

CALIFORNIA

Authority to set policies and rates:
Regents of the University of California, Trustees of the California State University, and community college governing boards, all subject to state statutory guidelines.

Basic requirement for state residency status:
Residency in California for at least one year prior to registration. Nonresident students must demonstrate financial independence from parental support for prior three years in order to be reclassified as resident students.

Ratio of resident to nonresident tuition or to cost of instruction:
Tuition rates for nonresident students are based on direct cost of instruction and academic support as defined by California Administrative Code (Title 5). As of 1986-87, nonresident tuition is approximately four times resident fees at the University of California and seven times resident fees at the California State University (1: 4; 1: 7). At community colleges, nonresident tuition covers the full amount of public funding; resident fees are $50 per semester.

Special exemptions:
Nonresident tuition waivers are budgeted for predetermined proportion of graduate students.

COLORADO

Authority to set policies and rates:
Governing boards consistent with policies of the Colorado Commission on Higher Education and state statutes.

Basic requirement for state residency status:
At least one year of domicile in Colorado immediately preceding registration, excluding periods as a student. Unmarried individuals under 21 must demonstrate financial independence from parents residing in other states.

Ratio of resident to nonresident tuition or to cost of instruction:
At universities and four-year colleges, nonresident tuition is expected to cover 110 percent of estimated costs of instruction for previous year; resident tuition is expected to cover 25 percent of costs (1: 4.4).

Special exemptions:
In-state status may be granted to military personnel on active duty in Colorado and their dependents.

HAWAII

Authority to set policies and rates:
University of Hawaii Board of Regents under state statute.

Basic requirement for state residency status:
At least one year as a continuous, bona fide resident of Hawaii prior to registration, exclusive of time primarily as a student in Hawaii.

Ratio of resident to nonresident tuition or to cost of instruction:
No ratios specified in policies. As of 1986-87, nonresident tuition and fees are approximately 3.4 times greater than resident charges (1: 3.4).

Special exemptions:
Graduate students who have completed a majority of their undergraduate coursework at the University of Hawaii usually qualify as residents.

IDAHO

Authority to set policies and rates:
State Board of Education/Board of Regents of the University of Idaho and community college governing boards under state statute.

Basic requirement for state residency status:
Continuous residence in Idaho for at least one year prior to registration or financial dependents of parents, guardian, or spouse residing in Idaho at the time of registration.

Ratio of resident to nonresident tuition or to cost of instruction:
No ratio specified in policy. As of 1986-87, nonresident tuition is approximately 2.9 times resident student charges (1: 2.9).

Special exemptions:
Graduates of Idaho secondary schools who matriculate directly to Idaho college or university, regardless of residency of parent or guardian.

Military personnel on active duty in Idaho and dependents of military personnel on active duty at time of initial registration.

Persons honorably discharged from the military who intend to reside in Idaho and register within one year of separation.

MONTANA

Authority to set policies and rates:
Board of Regents of Montana University System.

Basic requirement for state residency status:
At least one year continuous domicile in Montana and intention to become permanent resident.

Ratio of resident to nonresident tuition or to cost of instruction:
No ratio specified in policy. As of 1986-87, nonresident tuition is approximately 2.4 times resident charges (1: 2.4).

Special exemptions:
Military personnel on active duty in Montana and their dependents.

Individuals employed full-time in a permanent position in Montana.

Graduates of Montana high schools who register within one year of graduation and whose parents meet certain prior residency requirements.

NEBRASKA

Authority to set policies and rates:
Governing boards under state statute.

Basic requirement for state residency status:
Dependents of permanent state residents at the time of initial registration or emancipated individuals with an established residence in Nebraska for a minimum of 180 days.

Ratio of resident to nonresident tuition or to cost of instruction:
As of 1986-87, nonresident tuition and fees at the University of Nebraska are approximately 2.7 times resident student charges (1: 2.7).

Special exemptions:
Resident aliens of the United States residing in Nebraska for a minimum of 180 days and declaring an intention to reside permanently in Nebraska.

Military personnel on active duty in Nebraska and their dependents.

NEVADA

Authority to set policies and rates:
Board of Regents of the University of Nevada System.

Basic requirement for state residency status:
Legal dependent of bona fide Nevada resident or student who is bona fide resident and physically present in state for at least six months prior to matriculation. Change of status from nonresident student requires 12 months of permanent domicile in Nevada.

Ratio of resident to nonresident tuition or to cost of instruction:
As of 1986-87, nonresident tuition at the University of Nevada is approximately three times resident student charges (1: 3).

Special exemptions:
Military personnel on active duty in Nevada and their dependents.

NEW MEXICO

Authority to set policies and rates:
New Mexico Commission on Higher Education under state statute.

Basic requirement for state residency status:
Person or legal dependent of person who has been a legal resident of New Mexico for not less than one year immediately preceding initial enrollment. The dependent of a person who moves to New Mexico to accept full-time employment can be granted immediate residency status.

Ratio of resident to nonresident tuition or to cost of instruction:
As of 1986-87, nonresident tuition at New Mexico universities is approximately three times resident tuition and fees (1: 3).

Special exemptions:
Nonresident tuition waived for students enrolling for no more than six hours per semester and during summer sessions.

School teachers with nine month's service and who intend to remain in the state.

NORTH DAKOTA

Authority to set policies and rates:
State Board of Education with House and Senate Appropriations committees.

Basic requirement for state residency status:
Dependents of legal residents of North Dakota or individuals who have been residents for 12 months subsequent to their 18th birthday. Residence for the purpose of enrollment as a student must be accompanied by the demonstration of the responsibilities of legal residency.

Ratio of resident to nonresident tuition or to cost of instruction:
Historically, North Dakota nonresident tuition has been two times the resident tuition rate (1: 2). This ratio is being increased. As of 1986-87, the ratio is 1 to 2.1 and is scheduled to increase to 2.25 for 1987-88 and to 2.5 times the resident rate for 1988-89.

Special exemptions:
Military personnel on active duty in North Dakota.

Dependents of faculty at North Dakota higher education institutions, regardless of the student's domicile.

OREGON

Authority to set policies and rates:
Oregon Board of Higher Education for four-year institutions and community college governing boards.

Basic requirement for state residency status:
Dependents of legal residents of Oregon and emancipated students who reside in Oregon for at least six months without attending any institution of higher education for 12 consecutive months and otherwise qualify as Oregon residents.

Ratio of resident to nonresident tuition or to cost of instruction:
No ratio specified in policy, except that nonresident rates must be higher than resident rates. Nonresident fees are not charged at Eastern Oregon State College or for associate-degree graduates of certain Washington community colleges. As of 1986-87, the nonresident tuition and fees generally applicable are approximately 2.8 times resident student charges (1: 2.8).

Special exemptions:
Military personnel on active duty in Oregon and with residence of record in the state.

UTAH

Authority to set policies and rates:
State Board of Regents under state statute.

Basic requirement for state residency status:
Dependents of bona fide Utah residents and adult students (married or single and over 18 years of age) who demonstrate permanent domicile in Utah and have resided in the state continuously for at least one year prior to registration.

Ratio of resident to nonresident tuition or to cost of instruction:
Under Board of Regents Policies, nonresident tuition is set at the lesser of either (a) average full cost of instruction per full-time equivalent student during the preceding year or (b) 3.2 times resident tuition (1: 3.2).

Special exemptions:
Military personnel on active duty in Utah and their dependents residing in Utah.

Emancipated minors showing full freedom from parental support for at least one year and meeting other residency requirements.

WASHINGTON

Authority to set policies and rates:
Governing boards and Higher Education Coordinating Board under state statute.

Basic requirement for state residency status:
Dependent of parent or legal guardian with bona fide domicile in Washington for at least one year immediately prior to registration or financially independent student domiciled in the state for one year immediately prior to registration.

Ratio of resident to nonresident tuition or to cost of instruction:
Under state statute, nonresident tuition is set at a proportion of the cost of education during the previous biennium. Current rates are:

University of Washington and Washington State University
- undergraduate: 100 percent of cost of education
- graduate: 66 percent of cost of education
- medicine, dentistry, veterinary medicine: 167 percent of applicable graduate tuition

Regional universities
- undergraduate: 100 percent of cost of education
- graduate: 75 percent of cost of education

Community colleges
- 100 percent of cost of education

Nonresident tuition is approximately three times resident tuition at the major universities (1: 3), and four times the resident charges at regional universities, four-year, and two-year colleges (1: 4).

WYOMING

Authority to set policies and rates:
Trustees of the University of Wyoming and Wyoming Community College Commission under state statute.

Basic requirement for state residency status:
Dependents of Wyoming residents and adult students (21 or older or married and maintaining a household in Wyoming with their spouse) and residing in the state continuously for a period of one year immediately preceding registration.

Ratio of resident to nonresident tuition or to cost of instruction:
No ratios are specified in policies. As of 1986-87, nonresident tuition and fees at the University of Wyoming are approximately 3.1 times resident charges (1: 3.1).

Special exemptions:
Students enrolled for three credit hours or less per term.

Nonresident sons and daughters of University of Wyoming graduates (applies to University of Wyoming only).

Military personnel on active duty in Wyoming and their dependents.